The Twelve Months School of the Ricks College

Rexburg, Idaho

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The

Twelve Months School

of the

Ricks College

Rexburg, Idaho.

GEORGE S. ROMNEY,
President.

GEORGE H. MAUGHAN,
Director.

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UPB

ADVANTAGES OF THE TWELVE MONTHS PLAN.

1. The money value to those who take advantage of the plan is equal to at least $160.00 per student. For 300 students, this would amount to $48,000 per year. The production value would be at least three times this much.

2. The plan is suited to industrial needs. It gives the parents the use of the larger children when they are most needed. It therefore makes an education possible to many who would otherwise be denied one.

3. There is educational value to young people in helping earn a living.

4. There is a question as to the educational value of keeping a boy in school most of the time, year after year, while his father does the hard work.

5. Students who succeed in summer projects learn to think and work without the constant help or prodding of the teacher.

6. The well planned project has a regular course of study as a preparation for the practical summer work. In the project, the problems of life are solved in a natural setting. This is the only place they can be thoroughly learned.

7. There is educational value to the student who develops a plan for his project.

8. Regular written reports have considerable value to those who make them, aside from the information they contain.

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9. Vocational projects develop a liking for good workmanship and the right attitude toward work.

10. Biology projects take the student into natures laboratory to learn and appreciate.

11. Civics projects require real work in good citizenship.

12. Expression projects give students an opportunity to appear before an audience, or in some other way expresses their finer sentiments.

13. Health projects develop good health habits and the proper attitude toward first aid and safety first.

14. Home Economics project develop home makers.

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15. Theology projects develop character, give opportunity for religious service, help carry our young people over critical periods in their lives and constantly keep before them high ideals.

THE TWELVE MONTHS SCHOOL.

A THESIS

Submitted to the Department of Education and the Committee on Graduate Study of the Leland Stanford Junior University in Partial Fulfillment of the requirements for the Degree of Master Arts.

By

GEORGE S. ROMNEY

July, 1921.

FORWARD

The idea of the Twelve-Month school, as set forth in the following thesis, developed independently in the Ricks Normal College, and has no direct relation to any other educational movements. It grew out of the conditions in the school and communities which support it. The orignator of the idea was Presdent Mark Austin, the president of the school board of education. The ones to whom credit is due for successful prosecution of the work are A. B. Christensen, Hyrum Manwaring, Melvin Luke, Geo. H. Maughn, Miss Ethel Cutler, Dilworth Walker, Harold Shepherd, and other teachers. The writer has been president of the faculty and has had the work directly under his supervision during the past four years.

I.

THE TWELVE MONTH SCHOOL.

INTRODUCTION:

The educational expirement which is described and discussed in the following paper is a departure from the regular school program, in that it developes the idea of continuous control of the students both in and out of the school buildings for the entire twelve months of the year. It has been in process of development during the last five years, and though some changes have necessarily taken place during that time, the following pages will show results that justify the belief that the plan in one form or another has come to stay. It came as a result of first, certain local undesirable conditions which called for adjustment. These conditions had to do with the conflict between the industrial needs of the communities and the demands of a school for all of the student's time during nine months. And second, some fundamental educational principles that seem not to be in harmony with the old plan of nine months theoretical school work. It is an attempt to organize the work and direct the education of the student throughout the twelve months of each year; to correlate the theoretical work of the school room with the vocational training of every day life; to take the child, during his educational training, at least part of the time, from the artificial environment of the class room to the real practical life of the home. The plan not only unites industrial and civic work with learning, but it also directs and controls largely the social, moral, and religious activities of all the students.

To show wherein the nine months school year does not fit the needs of our rural population, to discuss briefly some educational principles involved and show their application, to explain the beginning and development of the present experiment, to present some of the data that has been collected during the process of the investigation, and to show the results and to suggest some conclusions, is now my task.

II.

THE PROBLEM

VOCATIONAL TRAINING.

The nine months High School fails to meet the needs of rural labor requirements. In rural communities the boys and girls of High School age are often found to be a liability instead of an asset to their parents, just at the particular time when they are needed most. ..For example, conditions in the Upper Snake River valley in the vicinity of the Ricks College, as regards climate, products, etc., are about as follows: The chief occupation of the people is farming. There are large tracts of irrigated land on which beets, grain and alfalfa are the principal crops. There are also large tracts of land not under the water line that are used for dry farming, and often one farmer will have from 500 to 2,000 acres of wheat on these farms. The climate in this section of the country is rather cold and the season short. From the last of October to about the end of March snow covers the ground which is frozen so that no work can be done. About the beginning of April, spring comes and then for three weeks or a month, the most important work of all the year must be done. If during this vital period the farmer fails to cultivate his land, the result is disastrous. The moisture is gone, and if he plants later, his crops are failures. Especially is this true on dry farms.

Again in the fall the crops mature late on account of the short growing season and the winter often sets in earlier. Naturally there is but a short time in which to gather this immense harvest. This busy time, however, is in September and October, after the regular schools

have opened. We have then two vital periods of work for the farmer, one in the spring and another in the fall, while the students would be, under ordinary conditions of the old school program, confined in the school building.

The population of the district is limited. Farm labor cannot be had and even if men could be hired, the financial conditions of the farmers will not permit them to employ costly labor. The result is that they either keep the boys out of school, or suffer shortage, or over-work themselves.

Other vital problems arise sometimes when men are hired, for example: The floating population in the cities of the United States which is the only available help, is often preverted with radicalism and immorality. There is a marked contrast in loyalty to our Government and views on moral questions, between these hired men and the men and women on the farms. We have instances of the most fatal results coming to families when these undesirable characters have been brought into them. There is a great deal of difference between hiring an I. W. W. or a Bolshevist, to work for you in town where he provides his own boarding place, and bringing him into your home to eat and sleep. Children from farm homes are often unacquainted with the culture of the more cosmopolitan population. They look to the people coming from the larger centers as examples of courtesy and morality. This general attitude of mind suggests the cause of the terrible results which we know to have followed in many instances, the hiring of strangers.

The question also arises as to the educational value of young men and women being taken away from the productive life when they are needed so much at home. By depending on father for money while he works and they "dress up and go to school," they learn lessons of irresponsibility and are encouraged to shirk or seek "soft jobs", and because of false ideals, often become parasites on the economic body.

Old System Inadequate.

It is true that the present system fails in this essential element of education. There are dangers in the thought that the purpose of education is to "prepare for life", that is, if one means by this that the future is more important than the present. Proper education is the proper living of today, and consists in doing well now the things that are of present service. This will prepare for the future. The present is the vital time. If a boy is taken from the real problems of life when he is needed most and given unproductive work to do in order to prepare him for the future, he is thereby given a false idea as to his true place in society, and I question very much the educational value which comes to him as a result.

But little of the training in the school room is transferred to practical life. The amount of value derived by the individual from studying and home economics, manual training and kindred subjects in the school room depends largely upon the amount of such training that is transferred into practice when the student finds himself in his real life's work.

It matters not so much whether the ideas of Thorndike, that the amount of transfer of training depends upon the number of "identical elements" or "bonds"; or whether as Bagley suggests, "The extent to which the student generalizes his training is itself a measure of the degree to which he has secured from any course the highest form of training", or whether the amount of transfer may be increased by forming the proper ideals in the mind of the learner. Nor is it a question as to the importance of the amount that is transferred. Dr. Snedden is probably not far wrong in saying, "I believe that fully nine tenths, and in many cases ninety-nine per cent, of all that we teach the average person along such lines as mathematics, mechanical drawing, science, etc., remains in cold storage, and "non-functioning," if while the learner is in the school he does not, himself, carry into applicaton the knowledge so learned. The wastefulness of this is something that can hardly be conceived." (Prob. of Sec. Edu. P. 80). All who have had experience with the results of the teachings of vocational subjects in the schools, and who have observed how very little of the agricultural knowledge gained in the class is used by the boy when he returns

to the farm, or how seldom the girl uses the things learned in the domestic science department when she has returned to her kitchen, agree that it would be far better to have the training done when pupils are working at the actual job to be learned. Snedden further writes, "In some professional lines of study it is exceedingly difficult to obtain this contact. Nevertheless the keynote of the newer education in these fields is to be found in the development of facilities for obtaining the practical experience under conditions as nearly approximating those of the actual profession as can be obtained." The vital question is as to whether it is practical to go into the homes and there teach home economics, and whether it is possible to go on to the farms with the boys and there teach farming. And should it be found practical to do so in these two lines of work, a further question arises as to how far such methods can be carried in still other lines of educational work.

The following illustrations show the usual results of training given in our traditional schools. If these were exceptional cases the condition would not be so serious, but the constant stream of youth from the rural districts to the centers of population, especially after the youth have had schooling, reveals the unpleasant truth that, either the education itself is faulty, or the training does not "get over" so that it will function to the desired end.

A respected and well to do farmer in the vicinity of the Ricks High School was the father of four boys. He had large tracts of fertile land. The boys were industrious and they were prosperous. Each boy in his young manhood was sent to High School in order that, as the father said, he might be better equipped for life, and might better succeed in managing his part of the estate. The boys were given some courses in agriculture, besides the regular academic classes in High School. Upon graduation, each in turn left the home and farm to seek a job in the city more to his liking. The father was left alone. He could not care for the farm himself, and was under the necessity of selling. He then came to the school with the following accusation: "I have supported your institution of learning from the beginning. I believed that my boys should have an education and sent them to you to prepare them for life. What you have given them has taken them from me and I think it is time your system of education be changed." The truth is that while the boys had changed their ideals and had come to think that work other than farming was more suited to their liking and would fill higher ideals, the reverse was the real truth. Their vision of the future and of what was their advantage was narrow. They had left a splendid heritage for an uncertain salary and a "soft job".

Another example will show the same result from our Agricultural Colleges. The manager of the field work of one of our great sugar companies of the middle west desired to obtain men to open up a large tract of land belonging to the company, for the planting of sugar beets. He wanted trained men who could do the work in the most scientific way; and naturally turned to the Agricultural College. The President of the school introduced him to a body of young men, graduates who had their B. S. degrees. It was explained to them that they would be given up to date machinery and the very best by way of implements, and farm animals, and modern equipment that could be had. They, however, were to go on to the farm and do the work and demonstrate that they were capable of succeeding by their scientific methods. And further if they could prove successful, there were managing positions open for all of them. The manager of the sugar company was surprised to find all except two refusing the offer, with the statement that they had not been to college and obtained an education for the purpose of seeking a common laborer's job. They had prepared themselves to be formen or managers.

CHARACTER TRAINING

Another phase of the question of education which should be emphasized in this training process is that of character building, It is undoubtedly the most important and fundamental question. It would no doubt be better to leave children unschooled than permit such training and enviornment as would produce immoral citizens. It were better for a boy to be less intelligent if that intelligence were used to swindle his fellows

And in this important phase of the question it is found again that the old system of nine months school fails. The institutions of learning have felt the responsibility of teaching History, English, Mathematics, the Sciences, etc., and have left the question of social and moral and religious training largely with the family, the community, and the church. As to the success of these latter institutions the reader is left to judge. Suffice it to say that the twelve months school plan includes not only the idea of a shortened term in the school buildings and the direction of the students in their vocational work, but also includes with these, and most important of all, a definite plan of activities and supervision in the social and moral and religious affairs of life. It includes the idea of cooperation with parents in the directing of such activities, not alone in establishing ideals and giving inspiration to improve the civic and social and moral conditions, but by a system of definite plans and reports to actually check up on what kinds of habits are being formed. The following account of the development of our experiment will therefore be in two divisions, the vocational, and the social and religious.

III.

HISTORY OF THE RICKS TWELVE MONTHS EXPERIMENT

THE VOCATIONAL WORK.

In view of the above conditions and needs, preparations were made in 1916 to shorten the school term. In place of one unit of the regular school work, it was designed to substitute practical home work, to be done under the direction of the teachers who would visit the students regularly. Two teachers were employed for that summer and a beginning was made in the supervising of the home economics and agricultural work. Students were supervised in such work as home cookery, sewing, agriculture, and woodwork, and an attempt was made to teach english.

About 150 students began the work, but the plans were incomplete, the work was new to the teachers, and only fifty received credit. The greatest value of the work of the summer of 1916 was that the teachers found that in going into the homes and coming in contact with the parents, a spirit of cooperation was developed between the parents, teachers, and students, and that the understanding of home conditions produced a more sympathetic and helpful attitude in all concerned. We also obtained a little broader vision of the possibilities of developing the plan which we had conceived.

1. YEAR 1917:—It was planned for the year 1916-17 that the school would continue for nine months, but that it would be left optional whether the students registered for nine months or whether they took a shorter term of seven months together with the supervised home work. When the war began in April of 1917, however, it was decided to close the school that the students might assist in producing greater crops at the call of our country. While most of the students had been registered for the long term, they were offered a full year's credit if they would continue to study agriculture and home economics and make regular reports to the teachers in charge of the summer work. The plan of that summer was as follows:

Each boy was asked to supervise some crop, either wheat, oats, peas, potatoes, beets, or hay, making a weekly report of the time and material spent in producing the crop. He was also encouraged to read bulletins and literature on the subject. The teacher visited the project regularly and gave individual instruction and supervision. It was designed to have the boy learn for himself by a system of checking and accounting, the cost of production. The same method was followed with the girls in the home economics courses. The number completing the course was 74 boys and 102 girls.

The total number of miles traveled by the teachers was 6000. The total cost of the work done by the teachers was $1480. The 74 boys had included in their projects 155 acres of hay, 2213 acres of wheat, 66 acres of potatoes, 147 acres of sugar beets, 400 acres of oats, 44 acres of peas, 8½ acres of garden. About harvest time a number of these boys enlisted in the army. Because of this and some other unfavorable conditions an accurate account of the cost of production could not be obtained from all.

The average yield of wheat was 17 6-7 bu. per acre; of potatoes, 277 bu. per acre, of beets 10 3-10 ton per acre. It was found that the average net income per acre of beets to each boy was $45.52. (This does not include the interest on capital of money invested.

A great deal of other data was collected during this year, e. g.

96 girls worked in home.
90 preserved 8000 quarts of fruit.
86 did their own sewing.
14 did all the laundry work.
86 assisted in laundry work at home.
52 did gardening.
45 assisted in planting and harvesting.

This information is too indefinite to be of the most value, and therefore a decided improvement was made for the summer of 1918.

2. REPORT OF 1918:— During the first seven months of this year all of the students were registered for the regular academic courses, but early in April, 274 of the regular students discontinued and re-registered for the agricultural, animal husbandry, and home economics courses to be taken during the summer time. Of these, 193 completed their work and received credit. This percentage, 70.5, is still lower than the regular high school records show, but the report of the subsequent years under the improved plan of registering and better preparations shows the opposite results.

The total number of units of credit earned was 115, making an average of six tenths plus per student.

A maximum for which a student could register was 1 1-4 units, but he was encouraged not to take the limit, because it was thought the regular work at home would interfere.

The average number of hours spent by the boys in study of text books and bulletins per unit credit was 46, and of practical work 412; while the girls spent in study 64 hours, and did 450 hours practice work per unit credit.

There were four teachers with two automobiles continuously employed from April to September. They traveled 8381 miles and spent 8920 hours working. They gave 1738 lessons, and visited 2048 students. They mailed 10 circular letters to all the students, and wrote hundreds of personal letters to individuals needing help.

The following pages give a list of the subjects offered and the credit given for each, also some statistics of the work done in agriculture and home economics.

SUMMER WORK CURRICULUM.

RICKS COLLEGE

SUPERVISED HOME WORK

April 23—September 22, 1918

First Year.

Subject	Credit
Laundering	¼
Gardening	¼
Plain Sewing	½
Poultry Raising	¼
Crops and Soil Study	½
Woodwork	½

Second Year

Subject	Credit
Domestic Science (b)	½
Hygiene	½
Dressmaking	¼
Dry Farming	½
Irrigated Grains	½
Woodwork	½
Forage Crops	¼
Hay	¼
Silage	¼
Root Crops	¼

Third Year

Subject	Credit
Domestic Science (e)	½
Art Needlework	½
Dairy Management	½
Hog Management	¼
Sheep Management	¼
Beef Cattle Management	¼
Woodwork	½
First Aid	¼

Fourth Year.

Subject	Credit
Household Accounting	½
Farm Accounting	½
Irrigation	¼
Woodwork	½
Home Nursing	½
Household Management	½

DETAILED REPORT OF PROJECTS IN HOME ECONOMICS.

First Aid	1	students completed 30 hours study
Household Accounting	2	students completed 135 hours study.
Home Economics	1	students completed 175 hours study.
Home Economics II.	2	students completed 288 1-2 hours study.
Hygiene, Practical	26	students completed 863 hours study.

The students completing hygiene spent during 21 weeks, 2,711 hours in out door exercise and 5,974 in out door work. All girls report having kept Word of Wisdom, wore hygienic clothing, averaged about eight hours sleep, and all but two gave teeth daily care; and in wards where there was an active Beehive organization, averaged filling three cells each in the "Field of Health."

Domestic Art (a)	8	students completed course in 846 hours practice.
Domestic Art (b)	13	students completed course in 659 hours practice.
Domestic Art (c)	8	students completed course in 1297 hours practice. and 90 hours study.

ARTICLES MADE BY DOMESTIC ART STUDENTS

39 Aprons	16 combination suits	36 renovated dresss
5 Shirts	28 night dresses	27 miscellaneous pieces
6 corset covers	10 childrens dresses	67 art nedle work pieces

TOTAL NUMBER RECEIVING CREDIT IN DOMESTIC ART	29
Total number pieces completed	236
Total number hours study	90
Total number hours practice	2,802

LAUNDERING—— 31 students receiving credit.

Study	599 1-4
Practice	5243 1-2
Washings done alone by girls	152
Washings supervised by girls	71
Washings assisted with	322
Soap made from refuse fat, amount of pounds	255 1-2
Average money saved by each girl during 21 weeks	$ 46.66
Total money saved	$1,445.60

Domestic Science

Number of students rceeiving credit in D. S. (b)	23
Number of Students receiving credit in D. S. (d)	1
Number of hours study, total	1,035
Number of of hours practice, total	7,942
Number meals prepared alone by students	5,552
Number receipts tried by students from selected lists and texts	598
Amount of food preserved by Students:	
(a) Dried	263 1-2 pounds
(b) Canned	2,600 1-2 quarts

3. **REPORT OF 1919:—** The best results have not been obtained by registering in the spring for the work of the summer time. The following is taken from a report that was published early in 1919. "At the beginning of this school year the school calendar was changed to a first half year of twenty six weeks and a second half year including, in case of field work, all the rest of the time to October. It is the policy of the school to enroll all of the students for one year with the understanding that unless they are discontinued in a formal way, by so arranging with the principal, they are members of the school for four years; that there is no time of the year when they are not members of the Ricks College student body and responsible to the institution for their conduct." The school is also continuously responsible for the student training.

Under this improved plan the pupil registers at the beginning of the school year for three units of academic work, to be completed on April 8th, and about one unit of agriculture, home economics, or manual training work to be completed during the summer term. All vocational classes meet in regular classes during winter terms to study the theory, make preparation and complete plans for their projects.

There was a severe drouth during the summer of 1919 giving an excellent opportunity for the study of the most economic methods of feeding. Interest in this was stimulated because the scarcity of hay caused the price to become unreasonably high. Also many insects such as cut-worms, webworm, red spider, flee beetle, plant lice, and army worms were prevalent. These pests gave an opportunity for the study of their habits and the means of dealing with them.

The following tables show some of the results of this year:

TABLE OF COURSES AND CREDIT.

Ten Summer Lessons in Each Course.

Subject	Credit	Lessons	Registered	Students receiving ¼	½	Credit ¾	Failure
Animal Husbandry	¾	24	27	3	4	18	1
Farm Management	½	21	7	3	2	0	2
Dairying	½	15	7	2	3	0	2
Crops & Soils	¾	21	31	2	6	22	1
Gardening	¼	1	18	14	0	0	4
Potato Culture	¼	13	13	10	10	0	3
Beet Culture	¼	1	16	14	0	0	2
Poultry	¼	1	11	7	0	0	4
Bee Keeping	¼	0	2	1	1		0
Dry Farming	½	18	4	2	2	0	0
Carpentry	½	0	2	0	2	0	0
TOTALS			138	58	20	40	19

"It will be noted that students receive from ¼ to ¾ units credit for some of these courses. This system of granting credits seem necessary because at times conditions arise that make it impossible for the boy to have a project. In this case, or in case of a failure for some reason to do the summer work, he is given ¼ unit. Other cases have arisen where a good effort was made toward a summer project but for some reason it was not completed. In these cases ½ unit was given."

AVERAGE HOURS OF WORK DONE PER UNIT CREDIT

Course	Hrs. Study	Hrs. Practice
One Fourth unit subjects such as Gardening, Poultry, etc.	76	364
Farm Management	66	300
Carpentry	30	300
Crops and Soils and Animal Husbandry	63	240

HOME ECONOMICS REPORT

Summer 1919.

Number of students enrolled 95
Number of students discontinued doing work 4
Number of students beginning work who failed to complete one or more subjects 2
Number of students who received credit 89
(92 per cent of enrollment and 97.9 per cent of those not discontinued).
Average number of hours study per unit of credit 77.1
Average number of hours practice per unit of credit 206.9
Total number of written reports, records, and lessons examined 1183
Number of students receiving credit in:

1. Household Accounting 6
2. First Aid 15
3. Laundering 18
4. Practical Hygiene 27
5. Domestic Art (a) 33
6. Domestic Art (b) 16
7. Domestic Art (c) 13
8. Domestic Science (b) 20

Total number of of projects completed 148

SPECIAL FEATURES.

"Hygiene:

The students in hygiene kept a record of their health habits, as cleanliness, correct posture, sleep, exercise, work in the open, etc. Of the twenty-seven completing the course, all refrained from the use of stimulants and narcotics (kept word of wisdom). They averaged each week per girl, seven hours of out-door exercise, such as walking, swimming, horse-back riding, etc.

Domestic Science:

During the sixteen weeks term, the twenty students completing this course in Home Cookery prepared and served in the homes 2,871 meals. They planned many of these meals themselves.

Domestic Art:

The projects in Domestic Art were exceptionally well done: 460 articles of clothing and art needle work were completed; 107 of these were exhibited at the Madison County Fair in September, and took many prizes."

4. **REPORT OF 1920:—** No radical changes were made from last year. The projects were made more definite and the students did more thorough study from texts and bulletins.

HOME ECONOMICS REPORT FOR 1920.

Number of students enrolled 150
Number of students discontinued without doing work. 2
Number of studnts who received credit 144
(96 per cent of those not discontinued)
Average number of hours study per unit of credit 98
Average number of hours practice per unit of credit 298
Total number of visits to students 1050
Number of students receiving credit in:

Household Art (a)	84
Household Art (b)	33
Household Art (c)	14
Personal Hygiene	27
Home Hygiene	16
Domestic Science (b)	20
Home Management	23
First Aid	10
Total Projects	230

PROJECT OUTLINES

For each of the subjects in the summer curriculum given above there has been worked out a definite outline or plan of work. It would increase the volume of this paper to unreasonable proportions if a copy of each of these outlines were included. (Outlines printed in Vocational Circular No. 1).

Subject & Project	Credit	No. Reg. for Course	No. Dis. Early	No. Failures	No. Getting cr. for work done	No. Rec. cr. for course
Crops & Soils	¾*	78		3	10	65
Garden Project		14				14
Potatoe Project		26				26
Beet Project		30				30
Grain Project		11				11
Dry Farming		10				10
Special		13				13
Animal Husbandry	¾*	42		2	11	29
Dairy Project		3			1	3
Horses		14				14
Poultry		3			1	3
Sheep		4				4
Hogs		4				4
Special		1				1
Farm Management	¾*	9			6	10
Horticulture	½*	16	2	2	5	5
Summer Project Only	¼**	10		2	8	8

*Units.

IV.

THE SOCIAL, CIVIC, MORAL AND RELIGIOUS

The Ricks College has always stressed the importance of making good Christian citizens of strong moral fiber. In fact it has considered training to that end its first duty. To accomplish this was one of the fundamental reasons for instituting the twelve months plan. Consequently from the beginning of the summer project plan there has been a system of record keeping of the students' social and religious activities. The gathering of statistics was not the primary purpose in collecing data, some samples of which are given below. The objection that young people may not care to answer truthfully questions which they think are their own private affairs, may in some cases be valid. It has been our experience, however, that the students have always without exception, taken kindly to these reports and welcomed the confidential conferences. Especially are they glad to know that some one is interested in their personal lives.

The first purpose of these statistics, then, is to afford an opportunity to come into the lives of the students. Heart to heart talks, inspiring to higher ideals, and coming just in the "nick of time", just when the situation renders the individual "ready to respond", are of supreme value. It is the crying need of today.

Too often it is taken for granted that the youth know what is right on social, moral, and religious questions. Parents and teachers seem not to realize that the boys and girls know as little as to what is right and wrong in these matters as they know of history or English or science. Instructions tendencies drive them to action, but the nature of the response is not fixed. Weeds grow in an uncultivated garden. The prevalence of so many "tares among the wheat", springing from the seeds of infidelity should be a warning to America of the coming profitable harvest.

I. REPORTS.

The following reports for the years indicated show only part of the results. Our present records are much more complete.

1917

Social and Religious Work.
From April 28th to October 1st.
Report from 73 Boys

Dances Attended	379	average 5 1-8
Theatres attended	295	average 4
Socials attended	43	average 43-73
Religious meetings attended	2099	average 29 21-74
No. who have prayers	47	
No. who keep word of wisdom	69	
No. who pay their own tything	65	

REPORT OF 102 GIRLS

No. who attended no public dances	45
No who attended meetings regularly	98
No. who attended meetings occasionally	3
No. who attended meetings (non church member)	1
No. who attended regularly to prayer	99
No. who kept the word of wisdom	97
No. who read Church publications	83
No. engaged in Ward work	51

1918
Report of 133 Students — April 30 to Sept. 30.

130 attended prayers	3 did not
132 kept the word of wisdom	1 did not
116 paid tything	17 did not

Report. (Some of the younger students may pay with their parents)
64 of the boys had the Aaronic Priesthood.
Church meetings attended averaged 6.23 per month for each student.
Theatres attended averaged 1.12 per month, for each student.
Dances attended averaged 1.31 per month for each student.
All reported as otherwise maintaining the Standards of Church Schools.
110 volumes of Church works and 79 volumes of other works reported read.

1919.
Report of 112 Students — For May, June, and July.

Dances attended	581
Theatres attended	573
Socials attended	137
Church meetings attended	2097
Other Church duties	126
Offices held, (Church and otherwise)	69
Church works read	214
Other reading	152
No. who have prayers	107
No. who keep word of wisdom	105
No. who pay tything	100

II. PLAN OF 1920-21.

The ideal condition for the making of good citizens is to inspire the youth to lofty ideals and at the same time provide the means for them to live those ideals in a natural environment. To accomplish this purpose the social, civic, or religious project is introduced. I do not like the word project in this connection, but use it for the lack of a better term. During the school year, 1920-21 each student was urged to select some particular work of the above nature that he would like to do. The project selected was to be of such a nature that a period of time measured in months or years would be required to complete it. A suggestive list was offered but the student was to select his own, and, while it need not be from this list, it must be approved by the committee in charge. When the student had selected his project he was to work out a number of very definite "Aims and Objectives." He must know just what he intended to do and how he would do it. Much work and ingenuity is required of the teacher in this part of the work because young people are vague and indefinite in their plans. The value comes in their learning to take the initiative, therefore they must do it themselves.

The boys and girls responded eagerly to this opportunity. Four hundred and five had their plans completed and cards filled out before school closed on May 28th, and others are coming in now.

There have been 1494 definite plans and objectives chosen by the students, and this, we believe is the most valuable single phase of the work and the one which promises most because of the facility with which it lends itself to "follow-up-work". I quote illustrations of these plans and objectives.

A, whose project is to become a more efficient secretary in the Sunday School, has for her plans and objectives:

1. To attend regularly and always be on time.
2. To encourage teachers to keep neat roll books by offering a prize.
3. To go regularly to monthly convention meetings to receive instructions.
4. To send in my weekly reports regularly and promptly to the Stake.
5. To always keep my records up and keep them neat and complete.
6. To attend all officers meetings pertaining to Sunday School work, and to always be willing to lend assistance.

B. whose project is: "To read Talmage's "Jesus, the Christ," has for her plans and objectives

1. To read the entire book.
2. To make a complete outline of the book.
3. To take notes on any part I do not understand, and get an explanation.

4. To encourage others to read the book.

C. whose project is "Managing a group of boys in summer work in the beet fields under the direction of the Farm Bureau, says:

1. "I plan to contract with the beet growers of Madison County to furnish labor for hand work.
2. To have charge of the boys through the summer, to attempt to teach them the value of work, and develop industrious fellows.
3. To furnish employment that will be profitable and helpful.

D. whose project is to become a successful Primary Teacher and to beautify the home has for her plans and objectives:

1. To always be in attendance at Primary.
2. To make the lessons attractive.
3. To become a friend to the young people and encourage them to attend.
4. To keep the yard clean, plant flowers, apply my art to the home.

E. whose project is: "To stop the loafing habit among boys in my town and get them to go to church on Sunday."

1. By being present every Sunday at Church myself.
2. By bringing one new boy with me each Sunday.
3. By attempting to get them interested in class work and afternoon meetings.
4. By making a chum of every boy, etc.

F. whose project is "To attend Priesthood meetings and carry out the duties of Priest, and to keep the Word of Wisdom, and do my ward teaching regularly."

1. To attend every weekly Priesthood meeting during summer.
2. To prepare the lessons and assist in administering the Sacrament.
3. To do my ward teaching regularly at the beginning of the month.
4. To learn the Word of Wisdom and to keep it.
5. To induce two of my friends to discontinue the use of tobacco.

The card included herewith shows the methods of registration. It will be noted that both the student, and parent or guardian agree to the doing of the work, and both the project committee, and some responsible civil or church officer' must certify to its value before it is approved for credit. The cards are in duplicate. One is for the office files and the other for the student.

No credit has yet been given for this work, and while one fourth unit is now tentatively offered to those who successfully complete this year's project, the question is still open.

III. WHAT THE RESULTS SHOW TO DATE.

Reports of the splendid work being done on these projects are coming in continually. The five teachers, who gather data as they visit, and the letters from the students give ample witness that the results more than justify the effort. What has been accomplished already would seem to assure success. As an illustration of what is being done along these lines, I cite the following:

(A) Who selectes as his project "To organize a league to stop the use of tobacco among minors", reports that he has affected the organization of a tobacco league among the boys of his town. All of his chums, about two dozen, have joined and taken the pledge not to use tobacco themselves and to influence others to discontinue the use of the weed. They are holding meetings and doing very effective work.

(B) Chose to "Have each member of the family attend church each Sunday." She reports that she has a roll of father, mother, brothers and sisters, as well as husbands and wives of the older members of the family. She attends all church meetings and marke the roll for all present. Each Sunday morning she calls to remind them of meetings. If any do not attend she takes up a labor with them during the week."

(C) A student whose project is, "To secure the attendance at High School next year of all boys and girls prepared to take up the work," writes: "I am sending you the blank filled out and signed by my father. I am also sending a list, (here follows a list of nine boys and girls who are interested in high school work.) I think you could help me in my project by sending them catalogs and other information. I have already begun work on my project, etc."

(D) Whose project is "To become a Star Scout and help organize a troop in my ward," writes: "In regard to my project about becoming a star scout, I have now eighteen merit badges, if I come out successfully with my examinations this week. I have twelve Badges here and am going to send for the others next week. I have First Aid, First Aid to Animals, Swimming, Pathfinding, Personal Health, Safety First, Civics, Carpentry, Craftsmanship, Birdstudy, Handicraft, Surveying, Cooking, Forestry, Scholarship, and if I pass Pioneering this week it will be eighteen. I have to pass only one more in Athletics before I am a Star Scout. We have already a troup registered here. We have had three meetings and Hy Berrett is our Scoutmaster. Most of the Scouts are Tenderfoots already, so we have a pretty good start. There are about fifteen now and more are going to join. We have our meetings every Thursday. I am coming up to Rexburg next week and will call around and see you about this". This student did later make the personal call and report that all remaining conditions have been filled.

(E) whose project is, "As patrol leader to enroll the entire patrol as merit badge scouts and become an Eagle Scout, says: "In order to become an Eagle Scout one must qualify for twenty one merit badges. These shall include First Aid, Life Saving, Personal Health, Public Health, Cooking, Camping, Civics, Bird Study, Pathfinding, Pioneering, Athletics or Physical Development, and any other ten. With the purpose of becoming the first Eagle Scout in town I qualified for ten

merit badges for the first month, after becoming a First Class Scout. These included Civics, Cooking, etc. The second month I qualified for seven merit badges in Agriculture, Athletics, etc. At the present date I have seven of the required merit badges. I am highly elated over the work and am surely going to make a success of it."

(F) whose project was to read the Doctrine and Covenants and Pearl of Great Price, writes, "On request of your letter sent me a short time ago regarding my Social and Religious projects, I am sending you the following record: Pages read 200, passages memorized: Sec. 4 Verses 4-5, Sec. 5 v 18-19; Sec. 6 v 32, Sec. 11 v 7. Sec. 13 all, Sec. 20 v 73-79, Sec. 29 v 9. I enjoy the book very much and am sure that any one who reads it will have his testimony greatly strengthened.

IV.

BRIEF STATEMENT OF PRESENT PLAN

At the present time, June, 1921, there are 230 students enrolled in the Agricultural and Home Economic subjects, and 405 students who have Civic, Social, or Religious projects. An explanation of the work of this latter group has been given above. A short statement of just how we have proceeded with the first group will explain our present plans in vocational work.

When the students entered school on September 21st of last year they were registered for approximately three units of academic work to be done during the first half year of twenty six weeks and also for one unit of summer project work for the second half of twenty weeks. (A unit means five forty-five minute class periods per week for thirty six weeks.) The curriculmum for the first half year's work included the usual high school subjects in English, Mathematics, History, Theology, the Sciences, Art, Music, Commerce, and Physical Education, etc. These subjects are elective except that a given number of units from each group are required for graduation.

During the winter term preparation was made for the summer work. The teacher met the students in groups according to projects. The importance of this preliminary work cannot be overestimated. If students are to succeed the teacher must see to it that thorough preparation is made at the proper time. For those who are taking courses in "Poultry Raising", "Beet Culture," or other agricultural subjects, to wait until the spring to begin preparation for that year's crop would be to invite failure.

The land should be selected and properly plowed in the fall. Fertilizer should be applied to the land early. The success of most project work depends largely upon some important "things" that must be done early. The students do this work on Saturdays and during the holiday vacation. Or if need be, they are excused from school a few days.

At the end of the first half year on April 8, these boys and girls went directly to their homes and farms to study and work out the problem in real practice. The teachers are visiting bi-monthly on definite dates so that the students know when to expect them.

V.

SUMMARY

Our purpose in presenting the twelve-month plan is to show that it is practical and that it fills the educational needs of modern society better than the older form of nine-month high school. That both of these propositions are answered in the affirmative by the results of the above experiment, the following pages will show.

The first question, "Will it work?" "Is it practical?" is a vital one and shall now receive consideration.

It is not more expensive than the present system:

Since the students are in the school buildings twenty six weeks instead of thirty six weeks there would be a saving of two nineths of the annual

cost of running the school plant, if the expense were found to be in the same proportion as the time. Our experience, however, has proved that the saving in money is not in proportion to the difference in time. This is probably due to the fact that more fuel is used in the colder months, and to other obvious reasons. The actual saving is found to be about one nineth of the total expense minus the teachers' salary account.

(This latter item is not taken into consideration because the length of time the teacher should be employed is an open question. I believe it should be twelve months under any plan. For a school of three hundred students this amounts to about one nineth of $25,000 or $2777. The average value of a high school boy to his father on the farm is estimated at $75.00 per month, or $150.00 for the two months. It will be remembered here that the $150 per student represents only the additional amount earned by the boy and not the total saving because it costs much more to keep a person in school than at home. The girls may not earn as much as the boys but what they do earn added to what they save certainly amounts to $75.00 per month. This gives a total saving of $35,000 for the 300 students. We have the facts to prove that this is not overestimated. Reference to the above report of the year 1918 shows that 274 boys and girls earned: $148,000 by the boys plus the girls work; $1445.60 saved in laundering; 2600 quarts canned fruit at .50 — $1000; 263 lbs. dried fruit at $.30 — $78.90; and 236 pieces of wearing apparel made and 5552 meals prepared which we cannot estimate. This gives a total of $150,824.50 for the 274. Since this was earned in five months it would be $60,329.80 for the two months, or about $229 per student. This great saving is readily recognized by the parents and they have therefore been willing to pay an additional fee of $10 to the school for their summer work. This $10 fee fro 300 students increased the school's income $3000. The total annual saving is then $3,000 plus $2,777 or $5,777. The increased cost is: five teachers for an additional three months at an average salary of $175 per month, or $2,625. And the traveling and printing expenses, which are more than taken care of by the balance of $3,152.

These figures are intended only to show that the twelve-month plan is not more expensive to the school itself. The above conditions apply to a private institution where a fee could be charged. The objection that the theory of free public schools does not permit of such a charge is fully answered by the fact that the income to the community is increased twenty times more than the amount of fees, through the extra two months work by the boys and girls. The figures above show that in one year the 274 students earned $60,329.80 in the two months while the fees were $,740.

VALUE OF WORK ATTITUDE WHEN NO TEACHER IS NOT THERE WITH WHIP.

Another obstacle which has been considered serious is the difficulty of getting the boys and girls to study from books during the weeks when they were not in the school room and were doing manual labor. This seemed to be a serious consideration from the beginning. Farmers need the children's help and must be converted that one hour of study and nine hours of practical work is as valuable to them as ten hours of the latter. The teachers were doubtful as to the advisability of urging it upon them.

In order to determine the real value of the summer project from the point of view of the actual amount of time spent in study and practice work. the teacher kept a record for three years. The teachers checked with the students at the time of each visit so that the data is no doubt as dependable as that of the time students study while in school. The following is found in the reports of the years 1918, 1919, 1920. I give the figures for each year separately to indicate the increase in hours of study from year to year. This increase was to be expected as the students and parents understood the work better and became more converted to the plan.

Year	No. of Students	Av. No. Hrs. Teacher	Av. No Hrs. In Study	Av. No. Hrs. In Practice	Total Hours Work
1918	193	12	55	431	498
1919	228	29	68.5	253.3	251.4
1920	302	31	98	298	427
Total	average	24	73.8	327.6	425.4

Regular work in High School for a unit credit is five 45 minute periods per week, for 36 weeks, —135 hours in class, and 135 hours study. 270 hours.

The average number of hours under the teacher's direct instruction is seen by the table to be low for the year 1918. This is due to the fact that for that year there was no record kept of the work done during the winter term in the agricultural and home economics project.

A comparison then of the amount of time spent per unit credit shows an average of 425.4 hours per unit credit earned in summer projects as against 270 hours in the regular high school work. Of the 425.4 hours, however, 327.6 was practice or labratory work. It is customary to reduce labratory work to its equivalent in class work by dividing by two. This would reduce the 425.4 hours by 163.8 hours. As a result of which we have 261.6 hours as compared to 270 hours. Remembering now that part of the 261.6 hours are spent in receiving individual instruction from the taeacher, and that all of the study is done in connection with the particular application of the principles learned, and the conclusion is clear that so far as the getting of the work done, and the comparative value of the work the plan does succeed.

The history of our experiment indicates another very significant fact. From the record of 1918 it will have been noticed that there were only 70.5 per cent of those who started the work continued through the year and received credit. This per cent of failures, 29.5, was very large but there were two conditions which readily explain this apparently discouraging feature. A number of the boys who registered for the work were later taken into the army (the record of the number was not kept). No definite plans for the work and a loose system of visiting also tendered to discourage some.

In the year 1919, there was 11.1 per cent who registered for the project work failed. More than one half of these did not start the work at all. They registered in the fall with the understanding that they could have their fees refunded if they decided not to take the work. In 1920, the per cent of failures was only 3.8. This is less than half of the proportion who do not complete the regular work as shown by our records for a number of years.

This is not the only evidence that the twelve-month school is growing in the favor of the people. The enrollment is increasing rapidly, especially in that class of students whose parents appreciate the new point of view. More than half of the 552 attending the institution during this year, 1920-21, are from "out of town" and according to the statement of many of their parents, their children "would attend school at home" were it not for the twelve-month plan and the special work given. It is not the vocational projects alone that attract them. There are more than one hundred who have come because of the social, civil, and religious activities.

Since it is now evident that the continous school is financially possible that the requisite amount of definite study and scientific application is really done, that the students do not fail, and that the idea is growing in favor, we can safely include and accept the feasibility of the plan. But are there sufficient advantages to make its acceptance desirable.

In Chapter II it was shown that one of the greatest objections to our present system of education is that only a small part of the learning acquired in the school room is ever transferred into the social and industrial needs of life. It needs nothing more than this statement of the methods

used in the twelve-month plan to show how fully it answers this objection. The lessons are given in the natural environment of life. The training in the applied sciencies results in the actual forming of useful habits. The interests of the boys and girls are turned to the farm, to the home, and to the community. The following statements are illustrative of the many testimonies we have of a similar kind. Mr. X said, "Since your teachers began visiting us my boy is more interested in his work. I do not need to tell him to fix up the barn and gates, and tend to the horses and cows."

Mrs. Y. expressed her approval in these words, "Mary, won't give us any rest now until she has everything in the kitchen and in the whole house just so. She has made all the children's dresses this summer."

There is ample evidence also that there is a great improvement in the way in which the work is done, and this improvement in method is often carried over to parents as well. For example, A. R. lived with his father on a farm. On his project of a few acres he raised peas, corn, potatoes, and garden vegetables. By means of deep plowing in the fall, and proper cultivation in the spring, the yield on his plot of ground was nearly double that of the same crop on similar ground on other parts of his father's farm. His father said: "What is good for the son is good for his dad," and the next year, 1919, he followed the same methods on twenty acres of peas. The season was exceptionally dry and yet while all of his neighbors suffered a crop failure, he reaped a full harvest.

It has been pointed out that there is an immense economic saving in the work that is acomplished by the students during the two busy months they would otherwise be in school. There comes with this also a still greater value. It is in the feeling that it gives them that they are a part of society. This early training in social service is a strong factor in the making of good citizens.

Another factor of tremendous importance in encouraging this wholesome attitude of usefulness and self reliance is the social project work. Nothing is of greater educational value, or is more stimulating to social development, than the feeling of responsibility and the experience of human contact that comes to a boy when, through his own initiative and by his own efforts he has successfully conducted a boy scout troop or some similar activity.

The results indicated in Chapter V prove this to be more than philosophical speculation. Many of the boys and girls are actually giving efficient social and civic service.

The conditions of this continuous supervision insures a well balanced training. There is provision for a well rounded development of the individual and yet a broad field for individual choice. Three fourths of the year's work is in academic subjects and one fourth in vocational and social. Thirty vocational subjects are offered and complete outlines made to suit the project method. While the vocational curriculum has been diverse enough to fill the needs of the Ricks Normal College, it is realized that in other schools special projects should be worked out in harmony with the particular industries of the communities. This would not be a difficult task for any well informed teacher.

THE PLAN IS VALUABLE FOR CITY SCHOOLS.

It would be folly to state positive conclusions as to the results of the application of the twelve-month plan to the city school before a serious effort is made to apply it there. The purpose of this section is to point out why it is needed there, and to suggest that there are no apparent reasons which would prevent its being successful.

A great many of the families in the cities, need the financial help that their children would give if the time period in the school were shortened, and the school were to assist in finding employment and directing the industrial training.

I beleve that it is the duty of the school to give these children the

kind of training they will need most. I would not have their training in English, History, Science, etc., neglected. Neither would I neglect that which they will need most in life.

Every citizen should receive training along vocational lines. Under present conditions many of the children of the rich are growing up in ignorance of what it means to work and produce. Likewise the children of the "well-to-do" and some times of the poor are helpless and unprepared to make their way in the world. On graduation from high school they stand with their diplomas in their hands staring blankly at a strange world. This condition encourages idleness and immorality.

Probably the greatest need for the twelve-month supervision is found in the social problems These problems are extremely vital in the cities and the cooperation of all institutions is needed. Since the conditions of modern urban life make it necessary for parents to leave the education of their children largely to others, the schools must give more time and attention to this work. It is a burning shame that commercialized amusements should create the ideals and determine to so great an extent the kind of social and moral lives our children are to live. If part of the money now spent in teaching our children book learning were used in giving proper direction to their civic and social education we would better discharge our moral obligation to society. While the religous teaching should be excluded from our schools there is no obvious reason why the civic and social program as outlined in Chapter I ought not to be carried out in all communities, both rural and urban.

There would of necessity be a different vocational curriculum in city schools. Projects outlines would be made to fit the conditions. A serious difficulty would no doubt be met in finding employment for all the boys and girls, and since this would be impossible in the beginning it would be unwise to shorten the school term for all immediately. While this objection is valid it must be remembered that the present system does not help the condition very materially. The children are now out of school three or four months of the year without school supervision and no remedy is offered for their idleness. The adoption of the new plan would at least turn our attention to the solving of the proplem.

In some respects there would be less difficulty in the city than in the country. For example the students could be visited oftener and with less expense in money and time. And again they could come together at night for reports and instruction.

VI.

CONCLUSION

A recapitulation of the purpose and results of the twelve-month school experiment set forth in the foregoing will not be necessary, since they have already been clearly pointed out in the data and "Summary of Present Plans". But some problems will have been suggested to which brief reference should be made. Probably the most prominent are: (a) Will not the study of pure science be too much neglected by the great stress put upon applied science and practical work? (b) Does not your plan overemphasize the industrial and materialistic side of life to the exclusion of the "Cultural"? Will not the products be human machines without the power to feel the aesthetic emotions? (c) Is it possible to include other studies than Agriculture and Home Economics in this method of procedure? (d) Is not the whole Social and Religious work impossible because religion must be excluded from the public schools? The answer to (a) is readily found in the fact that three fourths of the credit is earned in the regular high school classes. Probable the climatic and industrial conditions of all people would warrent at least six months of the boys' time spent in the school

room. The study of pure science is important but no doubt a close correlation should be found between the sciences studied in school and the real things of life.

The courses offered include all of the regular academic studies usually given in a large high school with the more modern type of course of study. Pure science and classical English and other customary academic subjects are taught. There have been modifications which tend to correlate the work of the traditional curriculum with the project work, e. g., those parts of the sciences of chemistry and biology which are closely related to the work the students are to do are emphasized. The English is aften used to express the "things" the students are working at through the year.

An extended discussion of the question of "Culture" would be out of place here. But the proposed plan, including as it does the study of art and music appreciation during the winter and a continuous practice of social contact in all public affairs, which the project work encourages them to participate in, centainly prepares them to appreciate the beautiful more, and fit better into community life. Such preparation will produce people who are truly cultured.

Academic subjects do not lend themselves so readily to the project method except in that for the regular college extension course. It is probably better to teach them in the winter term. By properly correlating these courses with the vocational work it will be found that all students can find enough project work to do.

Again in regard to the religious work there must be some modifications for the public schools, since sectarianism should not be taught there. But the social and civic and moral problems are vital in the extreme. To them there is no objection. They must become a part of our educational system if our civilization endures. Our theory is that it is the preogative of the school to enter into this field.

REPORT FOR THE SUMMER OF 1922.

CHAPTER I.

INTRODUCTION

This report is necessarily incomplete for two reasons, First, the data kept by us is too voluminous to be included in this brief report. Second, The excessive amount of work required of each teacher who is acquainted with the conditions has rendered it impossible for us to make a thorough digest of the valuable educational material we have in the shape of reports, notes, roll books, observations and experiences of the teachers.

Those who have been engaged in this work (five, President not included) were very enthusiastic and put forth a great deal of energy. But the task of directing the education of the five hundered enrolled was too large and consequently the grade of work was not as good as can reasonably be expected under more favorable working conditions. This lack of help was particularly apparent in the "follow-up" part of the work and is shown in the report by the fact that a number of the students failed to complete their work satisfactorily. The very best opportunity for living vitalized education is found in this phase of our school, and we urgently recommend that more help be provided this coming summer. Especially is it important that the head of this department be relieved immediately of all class work during winter months. Otherwise the students and teachers will go out of school in the spring poorly prepared to carry out their projects.

All of the students enrolled in the High School (about five hundred) do continuous twelve months work in one or more of their classes. Only part of the academic subjects, however, continue for twelve months. When the students register at the beginning of the school year, they may register for twenty six weeks of regular work in the school buildings, and during the rest of the twelve months they will be doing project work at home; or they may register for nine months of work in the school buildings during which time they complete most of the courses for which they register. In the case of Theology, however, they are all registered for twelve months, and most of them have summer work in Biology. Oral Expression or Music or one or more other applied arts and science subjects mentioned in chapter three. The first group of students who go out early, have a much smaller part of the year's work completed when they leave school. They necessarily take a great deal more of the project work in the summer time and are registered for a number of the vocational subjects listed in chapter two. You will note, therefore, that when students apply for entrance there is offered them a choice of registration, either in the regular nine months school which we call the Regular High School, or in the seven months school which we term Vocational High School. The Vocational High School has been very popular and this report is concerned with the summer project work which students have been doing. The chapter on Theology and Social Activities, deals with the work of all the students, as does also Chapter three to some extent.

We have observed a slight tendency at the beginning of this school year, 1922-23, for more of the students to register in the nine months school. The following four reasons, no doubt account for this, and are all temporary. Most of them may be removed by the proper effort on the part of this institution. They are as follows: First, during this period of reconstruction after the world war, the farmers of this section have experinced considerable financial difficulty, and the agricultural and vocational activities have become somewhat unpopular as a result. This will adjust itself, no doubt, as conditions return to normal and the farmers begin to prosper again. Second, there has been a considerable lack of understanding of our work on the part of those who register, and especially the parents whose boys and girls are sent here. While the remedy for this is a matter of education of the general public, it certainly will not be a difficult matter

for us to overcome. Third, on account of the limited teaching force which the school has put into this work, the students have not all had the advantage of proper help from the school and some who have been registered for summer work have been somewhat neglected. This has not been the general rule, however. Fourth, another difficulty which we have not been able to overcome is the fact that the people on the farms are so rushed with work during the busy season that they do not give the students sufficient time to do the work that is required of them by the school. This difficulty seems to be more serious, and since it depends upon the education of the people for its remedy, it will no doubt take considerable time to overcome. On this point, we have one of our strongest reasons for continuing the work. So long as people feel that fourteen hours of drudgery per day is of more value to them than nine or ten hours of intelligent and well directed work, there will be continuous need of agricultural education. We have examples which prove conclusively that well organized and scientific effort is much more effective in producing results than long hours of drudgery. We are taking considerable pains to impress this on the people. It is one of the important phases of our educational work and is producing good results in many cases.

Our experience justifies our conclusions that the supposed advantages of the summer work are no longer theory alone, but that they work out in practice. Our twelve month students measure up educationally very favorably indeed They are superior in attitude—attitude toward school work, attitude toward their regular life's work and attitude toward social and religious affairs. They maintain a continuous high standard. Their companionship is more select. Their spiritual progress is more rapid and secure. They form fewer bad habits and more good ones. These results are difficult to show in statistical form, but the unanimous testimony of teachers and parents bear uncontrovertible evidence to their reality.

The educational principles involved are extremely vital to the success of our modern schools. Especially two of the most fundamental problems are largely solved. (a) The student's work is motivated, and (b) Opportunities are afforded for the "transference of his training" into practical life.

There is ample evidence that this work assists very materially in giving life to the student's work by supplying a proper motive. Students have worked assiduously and with keen interest in their Oral Expression classes because their aim was to put over some project in reading or public speaking in their home Improvement Association or Sunday School. Others have been just as intensely interested in their music work in school because they have selected a project as Choir Leader or Oranist in some auxiliary organization.

Boys in the auto mechanics shop have found new life in their work because they had the project of overhauling their own automobiles and tractors during the summer time. Others have found special interest in their Theology work because they intended to use it in their project of teaching Sunday School classes or assisting in the activities of the Priesthood Quorum of which they are officers. Projects in Community Civics, such as introducing non-tobacco clubs among their associates, or improving the water supply or sanitary conditions in their own communities have vitalized the class work in these courses. There are very many illustrations of results such as these, but we feel that it would be inadvisable to lengthen this report by including them here.

As to the question of "Formal Discipline" or "Transfer of Training", it has been one of the great objections of our system of education that most of the school training is done in an artificial environment and that much of it is useless when the student enters into his life's work. Our twelve month school plan answers this objection better than any other. The project the boy chooses is one of real living. He practices his theory

as he learns it. He acquires the skill of doing things by doing them, or makes the relations between ideas and habits at that time. And it is only when education becomes habit that it is effective. This is not worked out in vocational subjects alone. There is some danger in thinking too much in the practical. But art and culture can be learned better by practice in natural environment as well, and therefore the projects in home decoration and proper etiquette in the ball room have proved successful and benificial.

The courses that are given in our summer work as they have progressed thus far, naturally fall into three groups, the reports of which we have given separately in the three chapters which follow. The first, the Vocational, which deals with the agriculture and home economics work has been conducted six years by our teachers, and is somewhat farther developed and better organized than either of the others. The second group of subjects which is the "Applied Arts and Sciences" has been organized and given in a systematic way one year only. But the results have been so promising and such splendid returns have been obtained thus far, that we have reason to expect very rapid progress in this field. The third group, which include our "Theology and Social Activities," has been conducted for seven years, but during most of that time, or up until two years ago, was followed more as a matter of finding out what the students' activities in these lines were, and encouraging them in proper conduct, rather than a matter of directing the student's efforts by having them select projects of their own. We therefore feel that in its present form, this work is only two years old, and it is in this line probably that the very best results have been obtained. We are converted that the way to make good clean moral citizens of our children as they grow up, is to train them properly and keep them clean and pure in their habits, in their thought and in their associations.

CHAPTER II.

VOCATIONAL GROUP

A. METHOD OF DEVELOPING COURSES:

During the winter months regular class room work is done in all of the subjects; teachers following regularly planned outlines and using the best texts available. Each teacher keeps in mind that the project subjects should have the project material carefully developed, understood and set apart during the winter time.

The summer work is carefully outlined either by subjects as in the case of Theology or by the more specific project where the subject is separated into a number of more detailed divisions as in Agriculture, Biology, Home Economics, etc. These outlines are given to all of the students in the respective courses and are guides which indicate the important phases of the subjects and avoid aimless effort.

Each project presents, as near as possible, a series of problems so arranged as to come in their natural order. Each problem may have a number of different phases, arranged around the central lesson.

B. LIST OF SUBJECTS AND PROJECTS:

(Agriculture, Home Economics, Woodwork, Auto Mechanics)

These subjects lend themselves readily to what we call the practical work of the project. There is also a wealth of material for study found in Government and State bulletins, farm and home papers, publications of corporations, etc.

1. AGRICULTURE:

(1) Crops and Soils: 1st Year: with the following list of projects from which to choose the summer work: Garden, Fruit Growing, Beets, Potatoes and Dry Farming.

(2) Animal Husbandry: With projects in Horses, Swine, Sheep, Dairying and Poultry.

(3) Farm Management, completed by a project in Farm Accounting.

II. **HOME ECONOMICS:**

(1) Household Art A, which carries over into the summer by practice in making simple articles of clothing, laundring, etc.

(2) Household Art B, with project in dressmaking and family sewing.

(3) Household Art C, includes study of interior decoration, art needlework, etc., carried over into the projects in which the girl makes articles for herself and for the decoration of her own room or the home.

(4) Household Art D, with project in Home Management.

(5) Domestic Science A. Project called Domestic Science B., and is the selection, care, preparation and preservaton of foods in the home.

(6) Home Nursing. Actual care of the sick throughout the summer, as a project.

(7) First Aid, project in practical first aid service.

III. **WOODWORK.**

Followed by project in Farm Mechanics, General Repair Project and Farm Buildings. In the shop during the winter the instructor gives much practice in making useful articles.

IV. **AUTO MECHANICS:**

Becomes Farm Mechanics, or caring for and repair of automobiles and small gas engines, harvester engines, care and repair of farm machinery, etc., as projects.

OUTLINES AND PROJECT PLANS.

Even though, as stated above, each student has a definite outline for each project given, this does not prevent the student from having all the latitude needed in making his own plans and developing his individuality while developing his project. It keeps him from making mistakes and directs his attention toward the important things, some of which would undoubtedly be missed if he and teacher had no written guide.

The student selects his project suited to his own needs or home practices and with the help of the teacher makes his plan.

Following is a sample of a project plan blank which we use:

PROJECT PLAN.

RICKS NORMAL COLLEGE

OF.....
Student's Name

192....

1. NAME OF COURSE....., TEACHER.....
2. NAME OF SPECIFIC PROJECT.....
3. PURPOSE OF PROJECT, -A-.....
   B. .....
   C. .....
4. PROJECT PLAN, -A-.....
   B. .....
   C. .....
   D. .....
   E. .....
   F. .....
5. NATURE OF OTHER WORK (not project) BEING DONE.....

(Reverse side of card,)

AGREEMENT:--

A. I WILL SEND IN ALL MY REPORTS.
B. I WILL DO MY BEST TO PUT OVER THIS PROJECT.
C. I WILL STUDY AND PRACTICE BEST METHODS OF DOING IT.

Student's Signature.

PARENTS APPROVAL:--

A. I WILL CO-OPERATE IN THIS PROJECT.
B. STUDY AND WORK PERIODS WILL BE DEFINITELY PROVIDED FOR.

Parent's Signature.

TEACHER'S NOTE:---

SIZE OF PROJECT .....

CREDIT, AMOUNT ..... GRADE.....

REMARKS: .....

Teacher's Signature.

It will be noted that the parent becomes a party to, and has a thorough understanding of the project; and that he enters into a three sided agreement in which the student and the school are also concerned.

This gives the teacher, during his first summer visit, an opporunity to explain the work and discuss it with the father and mother.

D. METHOD OF REPORTING:

Our visits are made bi-weekly.

The teacher's record is kept in roll books and when the work is complete, contains the following data: average grade, amount of credit, date and grade of each visit, time spent with the student, suggestons to student.

In addition, we require all students to mail to the office a report due on the first and fifteenth of each month, beginning April 15 and ending September 1st. These reports have for their purpose several definite objectives:

1. To place some specific responsibility upon the student in seeing that the school is aware of the kind and quality of his work.
2. To keep before his mind the fact that the subjects require real progress in development, therefore study, reading, thought and practice.
3. To develop systematic conscious thinking (which is the best kind of study) on his daily work.
4. To develop close observation and to train in remembering accurately.
5. To keep before the student that even in every day affairs there is opportunity for helping others.
6. To frequently remind the students of their own plans and objectives; and the necessity of keeping the standards of the school.
7. To keep records, for use whenever needed, showing all the work done by each student. This is had by filing all of the reports after being checked, in an envelope bearing the name of the student.

All projects are reported on the same kind of blanks.

Sample Report Blank:

RICKS NORMAL COLLEGE PROJECT REPORT BLANK.

NOTE:— Credits will not be given unless these reports are sent in.
THIS REPORT IS DUE MAY 15th, 1922.

PROJECT, Expression PROBLEM .....

1. STUDY DONE SINCE LAST REPORT (may include problems thought out or reading done).
   A. HOURS OF STUDY.....; B. NO. OF PAGES.....; C. TIME SPENT WITH TEACHER.....
   D. TOPICS READ.....
   E. TOPICS THOUGHT OUT.....
   F. THINGS THAT SHOULD BE REMEMBERED.....
2. WORK DONE ON THE PROJECT SINCE LAST REPORT— A. NO. OF HOURS .....
   B. KIND OF WORK.....
   . THINGS OBSERVED WORTHY OF NOTE.....
   (Reverse side of card)
3. HOW THIS PROJECT HAS HELPED SOMEONE ELSE.....
4. HAVE YOU LIVED UP TO YOUR PLANS AND OBJECTIVES SINCE LAST REPORT?.....
5. HAVE YOU MAINTAINED THE SCHOOL STANDARDS?.....

.....

Student's Signature.

TEACHER'S REMARKS:---

A. ATTITUDE OF STUDENT TOWARD WORK .....
B. WHAT ARE THE SOCIAL AND RELIGIOUS HABITS OF THE STUDENT? .....

.....

Teacher's Signature.

TABLE SHOWING WORK DONE DURING SUMMER OF 1922.

Subject	No. Students	Teacher Visits	Hrs. Study	Hrs. Pract.	Aver. hr. work per 1-3 un.	Pages	Aver. Pages	Failures
Agriculture ..... including Crops & Soils & Farm M'gt.	66	7	993½	3510	105¼	7442½	165	21
Animal Husbandry	34	7	1258	2310	167½	2393	109	12
Home Ec., ... inc. Dom. Sc., Dom. Art, Household M'gt. Home Nursing.	116	7	1651	6089	95¼	7428	86½	30
Woodwork	44	7	193	1816½	85½	1032	41	19
Mechanics	53	7	865	2017	104½	2110	73	24

(See Chapter V. for discussion of data in this table.)

CHAPTER III.

APPLIED ARTS AND SCIENCE GROUP

A. GENERAL STATEMENT:

This group includes a large number of subjects and projects. Almost any subject in the curriculum might be used, provided the student has an impelling incentive to do the work and is situated so as to have the proper material with which to work. Text books and bulletins, and papers from which material can be obtained are a necessity. In sub-

jects where practical application of the things studied can be made, the material and opportunity for making such applications are also necessary.

B. LIST OF SUBJECTS AND PROJECTS:

The past summer we have carried on projects in Oral Expression, Music, Art, Community Civics, Ancient History, High School Geography, Biology and for two years we have had Health projects following our Physical Education work.

1. Oral Expression This subject has as projects the learning of selections appropriate for different occasions. In addition to the regular work, the students make copies of five pieces selected for their special needs to be learned and rendered in public gatherings at home during the summer. They also help others prepare parts for programs, and act on amusement committees for community organiations.

II. Music (both instrumental and vocal) encourages in the project the rendering of selections for public and home entertainment. Beginners are required to practice systematically and to perform for friends and family, and those who can are given opportunity to play in public.

III. Art. Projects carry over the thought of the appreciation of the beautiful in nature and the beautifying of home and home surroundings, with an effort to help others appreciate these things.

IV. Community Civics. Community Civics aims to develop the interest of the student, not only in knowing about community problems, but in joining in the solution of these problems, in the beterment of the home and the community.

V. Ancient History: Has purely study projects. An example of one of these is original research and papers written on "How the Ancients Tilled the Soil", "Some Evils of Ancient Civilization as Danger Signals for Us Today," with special preparation of one of these papers to be given in public".

VI. High School Geography, carrying out the study of interesting physical features of the earth, and natural phenomena near the student's home, or in places he may travel during the summer. Also a study of marketing of important crops of his section.

VII. Biology, with projects in Bird Study, Insect Study, the Flower Garden, House Plants, Personal Health, Gardening, Poultry and a General Biology project.

VIII. Physical Education. Projects in Personal Health, Health chores are kept by each student. Also the learning and keeping of the Word of Wisdom. For the more advanced students some form of recreational supervision or some work in home or community sanitation is also required.

TABLE SHOWING WORK DONE DURING SUMMER OF 1922

Subject	No. Students	Teacher Visits	Hrs. Study	Hrs. Pract.	Aver. hr. work per 1-3 un.	Pages	Aver. Pages	Failures
Biology	80	7	1252	2307	72¼	12201½	230	27
Oral Expression	71	7	1494	1392	68	1485	32	25
Music	56	7	1250	2047	97	1981½	55	20
Civics	55	7	1138	2811	121¼	5478	161	21
History	55	7	751	964¼	67	7725	241	26
Art	41	7	680	1301	65¼	1372	42	8

(See Chapter V. for Discussion)

CHAPTER IV.

THEOLOGY GROUP

A. GENERAL STATEMENT:

All students are registered in Theology for twelve months.

Every student, therefore, is expected to choose a project, no exceptions. They work out their own plans and objectives. The teacher suggests and advises, but the responsibility is on the student to use his own initiative and originality.

We believe that by far the most important lessons of life are those that build character and develop reverence for God and a desire to serve mankind.

AIMS:

Our aim in the Theology projects is to furnish a means of carrying over the lessons in ethics and religion, discussed in Theology classes. This is the actual teaching or doing of the things by the student during the summer. We expect the student:

1st. To be active in attendance at Sunday meetings.
2nd. To find some place where he may do real service.
3rd. To be reliable, punctual and prepared.
4th. To keep and help teach the Word of Wisdom.
5th. To be prayful (pray regularly each day)
6th. To pay an honest tithing.
7th. To select proper companions, avoid questionable places of amusement and to maintain the conduct and the ideals of a real gentleman or lady in dances, etc.

That the student may have opportunity to take up his selected project when he reaches home, each Bishop is sent a letter from the school naming the students from the ward and mentioning the work chosen by each, and requesting the Bishop to do what he can to help them realize their objectives. Students are expected to be resourceful and ready; even willing to offer their help where they think they are qualified to work.

B. LIST OF PROJECTS:

Following is a list of some of the projects which students have in the past chosen for their summer work in Theology. Many of these projects are carried on throughout the whole year. This is usually the case where the student is at home over the week end.

1. Sunday School teacher or officer.
2. Primary teacher or officer.
3. Mutual Improvement officer.
4. Religion class worker.
5. Priesthood Quorum duties
6. Ward Teaching.
7. Reading the Church Works.
8. Scout work.
9. Beehive work.
10. Recreational leadership.
11. Ward Chorister or Organist.
12. Non Tobacco Organizations.

Following is a sample of Theology plan blank:

SOCIAL AND RELIGIOUS PROJECTS

(Student's Name)

(Ward) (Stake)

(Post Office Address)

(Location of Home)

(Parent's Name)

(Theology Teacher)

NAME OF PROJECT.....

PLANS AND OBJECTIVES.....

2. .....

3. .....

4. .....

5. .....

6. .....

7. .....

Student's Pledge.

Believeing that the ideal education is one that functions in every day life, I agree to develop the projects selected by me, to keep careful record of my experiments and accomplishments and to submit when requested, reports of my progress.

(Reverse side of card)

Results and Accomplishments

.....

.....

.....

Certification of Person Acquainted With Project

(To be signed by Bishop, Parent, or other Person Under Whom the Project Has Been Worked Out)

To the best of my knowledge the student whose name appears on this card has consistently and conscientiously worked in the capacity chosen as a project.

.....

(Signature and Office Title)

Date approved ..... Credit ..... Grade .....

TABLE SHOWING WORK DONE IN 1922.

Subject	No. Students	Teacher Visits	Hrs. Study	Hrs. Pract.	Aver. hr. work per 1-3 un.	Pages	Aver. Pages	Fail-ures
Theology	426	7	10400	9671	75½	66,337	234	142

CHAPTER V.

SUMMARY

In concluding this report it will be necessary to discuss briefly some of the results as shown in the data in previous chapters. It will be seen from the table of contents at the close of each chapter that the number of failures is quite large. The per cent of failures is considerably higher this year in our summer work than in previous years; also higher than the per cent of failures in the courses that are taken during the winter time. There were a number of conditions which caused this, however, that can and should be remedied. First, the students registered in October for the projects they were intending to carry the next summer. When the summer came conditions had changed so much with them that they found it impossible to do any creditable work at all, and they were of course counted among the failures. Second, many of those who selected projects, especially in the Theology and Civics classes, have to depend upon leading men in

their communities for the opportunity of doing what they had planned. For example, if the students selected the project of teaching a Sunday School class, or doing Ward Teaching or anything of this nature, they could not do it unless the presiding officers, both religious and civic would cooperate with them. This can be remedied by the project committee of the school getting in close touch with the religious and civic organizations of the different communities. Third, another condition that seems to be more difficult to adjust, is that many of the fathers feel that it is necessary, on account of the terrible financial conditions in which farmers everywhere find themselves, for them to have all of the boys' time to help carry on general work of the farm. The remedy for this will depend upon the education of the people in general on this matter and the conversion of those who are directing the efforts of the students in the homes. When the failures which were due to these and similar conditions are accounted for, the per cent will not then be any larger than in regular school work.

The students were instructed that the minimum amount of work for which credit would be given in any project (1-3 unit) is as follows: 30 hours of study; 200 pages reading; 120 hours practice work; and that a definite time be set apart for study and practice.

The amount and nature of the work that is done by each student for a unit of credit is a very important consideration. According to our records the greater number of hours even when reduced to class room equivalents is in favor of the student doing project work. It must be kept in mind that larglarger per cent of this is of a practical nature. It is customary to reduce labratory to regular study by dividing by two, but it must be remembered in this connection that work done is practice in the educational principles studied and in the natural environment of life, because it has the advantage of forming habits that are practical and connected with the lives which the students are going to live.

Another important consideration in relation to the amount and nature of the work that is done by the students is in connection with the projects in Theology. It will be noted that each student did 75½ hours for one-third unit, which is 266½ hours per unit (See Chapter IV) Each of these students read equal to 702 pages per unit subject. Now, these figures indicate that about as much of the regular kind of work as students do in school is done, but at the same time they tell only part of the story because each one of these students had a project of his own to carry out, as indicated in the preceding chapters. It is quite impossible to put into statistical form the practical work that is done by the students in these projects. In fact, after the experience we have had, we feel safe in saying that as far as the living of a real religious and moral life is concerned, one project well carried out by the student in his own community is worth more than all the theoretical teaching he gets on the subject in the school environment.

There is another matter of considerable importance that should be kept in mind in reading this report and that is that the most vital and valuable feature of the work cannot be given in statistical form. The only way to include it in a report would be to report the actual work of each student carrying out a project. The regular bi-monthly reports which the students sent in required that they state to us the "Things thought out", "things observed worthy of note" and "ways in which their project has helped others." It is in these essential features of our work that our report fails to include all of the data. It is clearly shown by the reports of the students that this project work in the summer time is applied by them to the regular problems in life and functions in their daily habits and living in such a way as to improve the character of our citizenship much more than the teaching that is done in the regular schools.

SOME REQUIREMENTS FOR PROJECT STUDENTS

A. Note Book.

1. Have a copy of each of your project plans. Follow them, use them constantly.
2. Have a copy of each project outline.
3. Keep records and notes ready for inspection.

B. Work:

1. Be sure that everything pertaining to the project is understood before you leave school.
2. Get text and other references at once.
3. You should have at least 30 hours study, 120 hours practice and 200 pages, for credit in each project.
4. One half of the work should be done by June 1st.
5. All of the study must be done and all of the reports sent in by Sept. 1st.

C. Reports:

1. Secure a pad of report blanks for each project.
2. Know how to fill out report blanks before you leave.
3. Answer every question on the report blank.
4. Make your reports from the notes you keep.

THINGS TO BE TAKEN UP ON FIRST VISIT

(TEACHER'S GUIDE)

I. PARENTS:

A. Make complete explanation.

1. Time needed to put over the projects.
2. Nature of the work in each project.
3. Importance and nature of the reports.
4. Get signature of the parent (declaration of co-operation).

II. STUDENT:

A. Check on projects planned.

1. See that the student is following his plan (or makes one he can follow)
2. Make suggestions on present work.
3. Talk over the future problems in the project.

B. Check on note book and report blanks:

1. Is the note book being used.
2. Is it of the right kind.
3. Has the student a pad for each project.

Project Outlines

AGRICULTURE GROUP

PROJECT IN BEET CULTURE

REFERENCES:

Sugar Beet Growing Under Irrigation F. B. No. 587
The Sugar Beet in America. Harris MacMilian Co., Government Bulletins, State Exp. Sta. Bulletins, Farm Papers, etc.

REQUIREMENTS:

1. Grow at least one acre of beets.
2. Soil should be carefully selected and thoroughly prepared.
3. Keep neat records showing (a) notes on the important phases of the work; (b) detailed costs of all work and expenses; (c) record of expenses.
4. Give individual care to the crop.

PROBLEM 1. SELECTION AND PREPARATION OF THE SOIL.

1. Select the best piece of ground you can. Study which is the best, clay, gravel, sandy loam? Why? Has it proper drainage, etc? Is it easily irrigated?

2. See to it that your plot is fertile; (a) either manured or (b) alfalfa ground having been followed by potatoes. Study best methods of applying manure; and best methods of getting rid of alfalfa roots.

3. If possible plow the soil in the fall. Know advantages of fall plowing, proper depth of plowing, etc.

4. Have your plows bright and ready for work. This will involve proper shelter and care. Harrow immediately after plowing.

5. Be prepared to prevent any loss of moisture in the spring. If the land must be spring plowed be sure that it is done the very best way and at the right time. Have the ground level and firm. Why?

PROBLEM II. PLANTING.

1. Plant early. Do not fail in this. Discuss the advantages.
2. See that the rows are straight. Why?
3. See that the seed is good and that it is planted the right depth.

PROBLEM III. INSECT PESTS.

1. Know the habits and appearances and life history of the cut worm. Watch for any damage from it and be prepared to combat it.

2. Know the appearance, habits, and life history of the flea beetles, and know how they are controlled.

3. Web worms and army worms appear later in the season. Students must know these pests and how to combat them. Weeds harbor many of these pests.

4. Watch for other insects destructive to beets.

5. Study common diseases of beets and means of control and prevention.

PROBLEM IV. WEEDS

1. Make a survey of your weed situation. What are your worst weeds? Have you canada thistles, wild morning glory, quack grass or

any other noxious perennial? If not is it likely that they may come your way? How could you combat them? Make a list of ten of your worst weeds.

2. Prevent the weeds from damaging your crop. Be ready to kill them when it is easiest done; that is, when they are small.

3. Collect samples of weeds and weed seeds and show them to the teacher and discuss them with him.

4. Have you any breeding grounds for weeds, and therefore also for insects on your farm? How could these spots be made profitable rather than pest producers?

PROBLEM V. CULTIVATION AND THINNING

1. Be careful to do a good job in the first cultivation. When should it be done? How should it be done?

2. Follow the best methods in thinning. When should it be done? What distance between beets? Why must you leave no double beets?

3. Cultivate frequently. Plan to cultivate at least five times. Know when to stop cultivating.

4. Hoe frequently, loosening the soil between the rows.

PROBLEM VI IRRIGATION AND WATED SUPPLY.

1. Proper soil preparation and cultivation will conserve the winter moisture. This is important for the young crop.

2. Have ditches and furrows ready and irrigate as soon as the crop needs it. Avoid flooding. Why?

3. Learn how to tell when the soil needs more water, watch your crop and irrigate when needed.

4. Be sure to keep the water table at least 2½ feet below the surface.

PROBLEM VII. ROTATION AND CULTURE METHODS.

1. At this point students should make a study of culture methods and rotation systems.

2. Prepare a plan to fit your conditions which would give a proper balance of work and crops and insure high yields and convenience of handling. This plan should be written into the project note book.

3. Make visits to farms where good methods are practiced. Talk with owners and make notes on what they say.

PROBLEM VIII. HARVESTING.

1. Keep the soil moist until beets are dug. You may have to irrigate in September.

2. Prevent loss of weight by drying. Beets should be hauled the day they are dug. Why?

Complete Your Records and Reports.

PROJECT IN DRY FARMING

REFERENCES:

"Dry Farming", by Witsoe.
Bulletins, Department of Agriculture and from State Experiment Station.
Farm papers and magazines.

REQUIREMENTS:

1. A plot of at least ten acres of grain.

2. Grow a patch of potatoes, some corn, and plant at least small patches of clover, alfalfa, peas, beans and other legumes.

3. Summer fallow at least a small piece of ground early. Disk early at least a small patch that will be fallowed late.

4. Put forth your best efforts to make the home on the dry farm more comfortable and home like.
5. Carry on a consistent fight against pests.
6. Prepare an exhibit of the best stuff grown on your dry farm.

PROBLEM I. SOIL STUDY AND PREPARATION.

1. Make a study of your soil. Find how deep it is and the kind it is. What are the things that make it hard for you to get good results every year? Find how to overcome these bad features. How should one manage a soil that "blows"? How should a soil that bakes be cared for? Has your soil sufficient humus in it? If not how could it be supplied on the dry farm? DO YOU EVER BURN THE STUBBLE? How much is straw worth per load for manure? How many crops of grain has your land grown? What has been the yields, (a) when the soil was new? (b) in later years?

2. There are at least two advantages of fall plowing for spring planting. What are they? What kind of treatment does the fall plowed land need before seeding? Follow the best methods in the care of this land.

3. Be sure to harrow spring plowed land as fast as it is plowed. Use implements to pack and thoroughly till the soil before planting.

The greatest criticism of the farming in our section is poor methods because of an effort to plant too many acres.

PROBLEM II. PROPER SUMMER FALLOW.

1. Why do "dry farmers" fallow their ground? What time of the year should the work be done? How should it be done if it is to accomplish all it is intended to do? Study all of your material on summer fallow.

2. Get your piece of ground fallowed at the right time. This may be a strip through a large field.

3. Disc your piece of ground. This is to be the last land fallowed. Do the disking while the soil is still moist. It may be a strip alongside the early fallow. This would make a good experiment.

4. Take proper care of your fallow. See that it does not lose its moisture and that weeds do not grow upon it.

5. Be sure the seed for your plot is properly treated. Know how to do this work. Know the life history of the disease.

6. What methods of cultivation are best? When should it begin and when end? What does it do for the soil and the plant? Where it is possible harrow a patch of fall wheat and watch the results.

PROBLEM IV. THE KINDS AND NEEDS OF ROTATION CROPS ON DRY FARMS.

1. Did your survey of the yields of grain on your land indicate a decrease? What has been the history in crop yields of other sections where a single crop has been grown for years? Why do these results occur? What is the remedy?

2. Plant a patch of good potatoes on a good piece of soil and develop some superior seed potatoes on this plot. Give them the best of care. Seed should be carefully selected and treated before planting.

3. Plant some early variety of corn. Golden Bantum is an excellent kind of sweet corn and white or yellow flint are good varieties of field corn. Aim to produce all of the green corn you can use and still have left a patch to mature for seed.

4. Plant small patches of alfalfa and sweet clover and have in the garden peas and beans. Legumes will some day be needed to build up your soils. Find out which will grow well on your farm.

5. Study your book and bulletins. Keep interesting clippings from farm papers. Put these as well as photographs of yourself and your crops in your record book.

PROBLEM V. PESTS, PARASITES AND WEEDS.

1. Make a survey of your farm and find out what are the worst enemies you have. Plan how to eradicate them. Cooperate with your neighbor in fighting squirrels. Mix poison yourself, or learn the formula Keep the poison away from domestic animals!
2. Study the life history of grasshoppers and crickets, and learn how to fight them. Learn the life history and method of control of cutworms and wire-worms.
3. Watch your fields for loose smut. How may it be destroyed? If you have it in your fields what per cent of loss is it causing? What would probably be the best way for you to get rid of it? Save samples of these pests for the instructor.
4. Study the weeds which are causing damage on your farm. What are their names? What is their life history?

Fight the weeds!

PROBLEM VI. HARVESTING.

1. Co-operate with your father in planning the most economical way to harvest and market the crops. Help repair the machinery. Be come acquainted with every part of it so that eventually you can run it.
2. Study other methods of harvesting. Give the advantages and disadvantages of each method.
3. Avoid waste. Take good care of the grain that has been threshed. Do not allow it to become wet and damaged.
4. Harvest and care for your potatoes, corn, beans and peas.
5. Prepare and save samples of your best stuff including grain from your plot or any other grain on your farm. These exhibits will be asked for to be shown at fairs.

PROJECT IN GARDENING

REFERENCES:

Farm Garden of the North, F. B. No. 874.
The Small Vegetable Garden, F. B. No. 818.
The Home Garden in Idaho, Bulletin No. 106.
Home Storage of Vegetables, F. B. No. 879.

Read these bulletins through carefully. Then as the lessons come, study the material you have on each subject.

REQUIREMENTS:

1. Each student should have at least one-tenth acre of land. This should be well plowed and prepared and if possible should have been manured. Fertilizer may be added at the time of planting or later by putting it in the hills or along the rows. Well rotted manure is best for gardens.
2. Students taking this course should do as much of the work as possible and in every case should plan and supervise it.
3. Records must be kept of all costs.
4. Records of all receipts must be kept.
   (a) Vegetables used at home.
   (b) Vegetables sold or given away.
   (c) Vegetables canned or stored.
5. Get list of vegetables from the teacher.

PROBLEM I. PLANNING THE GARDEN.

1. Begin early to plan what vegetables you will plant, and where and how each kind will be planted. Get a seed catalog from some Western firm.
2. Draw a plan of your garden as you intend to plant it. Follow instructions in the bulletin in making the plan.

3. Be sure your garden is well fertilized.

4. Be ready to plant the early, medium and late crops in the proper season. In March plant cabbage, cauliflower, and tomatoes in flats or hot-beds or make arrangements to buy them from some reliable grower.

5. No garden will be complete without corn, potatoes, peas, beans, cabbage or cauliflower, tomatoes, cucumbers or squash, besides the small vegetables.

If you have no asparagus, rhubarb, horseradish, and winter onions, plan beds for them and secure plants and get them started. If you have them growing find out if anything is needed to make them more productive. Then proceed to make the necessary improvements.

PROBLEM II. SOIL PREPARATION.

1. Best results come from early plowing and immediate working of the soil.

2. Have the soil plowed medium depth and if possible have it harrowed and leveled thoroughly. Be sure that you have a good seed bed.

3. Remove or crush all clods where rows are to be. Make rows straight.

4. Make the parden ready for irrigation by preparing ditches and a place to drain the water off at the end of the rows.

PROBLEM III. PLANTING.

1. In the farm garden, have rows long enough and far enough apart for horse cultivation.

2. Have the small vegetables used most, nearest the house. Several kinds may come in the same row. Have straight rows.

3. How deep should seeds be planted? Why should the soil be made firm over the seeds. Practice the best possible methods of planting your garden.

4. Study methods of planting the different crops.

PROBLEM IV. TRANSPLANTING AND ROTATION OF CROPS.

1. How far apart should tomatoes and cabbage be put in the garden? Practice the best methods in transplanting your cabbage and cauliflower, and tomatoes.

2. Small gardens well cared for give greater profit and more pleasure than a large one grown to weeds. Small vegetables such as radishes, lettuce, turnips, etc., should be followed in the same row by late peas, cabbage onions, etc. Onions and radishes are sometimes planted together and after the early crop is harvested the onions are left to mature.

See that you are ready to keep all of the soil occupied all of the time. Plant peas, lettuce, radishes, and other crops so as to have them fresh in summer as well as in the springtime.

PROBLEM V. CONTROL OF DISEASES AND INSECTS.

1. Watch for the garden pests and save samples and have question for the teacher when he comes.

2. Be sure to find and study flea beetles, cut worms and wire worms, plant lice and june bugs, and make an effort to control them.

PROBLEM VI. CULTIVATION AND IRRIGATION.

1. Weeds make gardening difficult and discouraging. They are easily killed when they first come up. A rake or a hoe can be used and a large garden gone over in an hour of two. It will seriously affect your chances of having a good garden and getting credit for this course, if you allow weeds to grow.

2. Cultivate not only to kill weeds but also to work the soil.

3. Why is it profitable to cultivate after irrigation? What is a wheet hoe? Is it a profitable tool? What other tools would you recommend a gardener should have?

Be ready to irrigate when the garden needs water, not before. Do this work well.

Do not fail to record all of the work you do upon your garden.

PROBLEM VII. STORAGE AND PRESERVATION OF VEGETABLES.

1. Ripe beans, peas and corn should be gathered and carefully dried and put away for future use.
2. Onions should be ripened up and properly dried and stored. (see instructions in bulletins and ask instructor for directions)
3. Beets, carrots, parsnips, turnips, etc., should all be gathered and the smoothest and best carefully boxed and stored for winter use. The rest of these crops should be put away for the cows or the hens during cold weather.
4. Cabbage, cauliflower, green tomatoes, squash, etc., should be put away in a suitable place before damaging frosts, and used as needed and not allowed to spoil.
5. We recommend that the drying, canning or pickling of corn, string beans, peas, beets, etc., be practiced when possible. Teachers will furnish instructions and recipes where needed.
6. Make your garden supply more food than it ever did before. Complete your records as soon as possible and get them to the teacher for final inspection.
7. Prepare an exhibit of your best vegetables. These will be used at county fairs and in the school exhibit.

PROJECT IN HORTICULTURE

Aim For a More Beautiful, Comfortable, Happy, Prosperous Farm Home

REFERENCES:

The Small Vegetable Garden, F. B. No. 818.
The Home Garden in Idaho, F. B. No. 106.
Strawberry Culture, F B. No. 1027.
Raspberry Culture, F. B. No. 887.
Currants and Goosberries, F. B. No. 1024.
Everbearing Strawberries, F. B. No. 901.
Other Bulletins and Farm Papers.

REQUIREMENTS:

1. Clean up around the house and cover up unsightly places.
2. Have a flower garden and care for the shrubs and shade trees.
3. Select a project from one or more of the following subjects:

The Planting and Care of:

(a) A patch of strawberries
(b) A patch of raspberries.
(c) A patch of goosberries and currants.
(d) Renovating, pruning and care of an orchard already growing.
(e) Planting and care of a home orchard (at least 15 trees).

PROBLEM I. SOIL.

1. Study the soil best suited to the plants you are to grow.
2. How near does your soil conform to the ideal.
3. How can you modify it to make it more ideal.
4. Prepare your soil in the best possible manner.

PROBLEM II. PLANTING. RECORDS, CULTIVATION.

Be sure you know the proper method of planting, i. e., depth, dis-

tance apart, time of planting, care while planting, etc. Follow out strictly the best methods of planting. Students may have help in this work but must superintend it.

1. Planting is to last for several years and you should see that it succeeds, not alone this year but later.
2. Keep records; name the varieties and note exactly where planted.
3. Name the growers you got them from, date, condition of soil and method of planting.
4. Give good cultivation to the strawberries, raspberries and other small fruits. What is good cultivation for the orchard? Do not allow the weeds to grow in your garden. Keep notes on results.

These records need not be long but must be neat.

PROBLEM III. IRRIGATION.

1. Make a study of irrigation of orchards and small fruit.
2. Practice good irrigation of your project.

PROBLEM IV. PESTS.

What Pests (insect and fungus are likely to occur in your garden and orchard? Find the disease and insects. Become acquainted with these pests both by study and observation of the orchard garden and small fruit crops.

PROBLEM V: HARVESTING.

1. Make a study of harvesting of fruit.
2. Recall what you have learned about picking, packing and storing of fruit.
3. In actual practice use the methods you have learned.

PROJECT IN POTATO CULTURE.

REFERENCES:

Growing the Idaho Potato, Extension Circular No. 29.
"The Potato". (a book) Samuel Farser.
Bulletins from the Government and State Experiment Stations.
Farm Papers and Magazines.

REQUIREMENTS:

1. At least an acre in the plot.
2. Well fertilized and carefully prepared soil.
3. Good clean unmixed seed.
4. Neat records showing all expenses and receipts.
5. Intelligent individual attention by the student, and an effort to learn all he can about growing and marketing the potato.

PROBLEM I. SELECTION, FERTILIZATION AND PREPARATION OF THE SOIL.

1. A light mellow soil well supplied with plant food is best for potatoes. Examine your fields and describe the soils found there. Select the best spot you can for your potatoes. See that it is fertilized. Make a note in your book as to the condition of your soil.
2. Note if you are allowing a waste of manure on your farm. How and when is manure best applied to the soil? Name and describe several kinds of plants that add fertility to the soil.
3. See that your soil is plowed at least eight inches deep for potatoes.

Plow as soon as the land is dry enough. Harrow as soon as you plow. Disc or spring tooth if you are planting on fall plowed land. Work the soil well to warm it up and start germ action.

PROBLEM II. SEED SELECTION.

1. Name and describe three varieties of potatoes. Which do you prefer? Why?

2. Select seed for your acre of potatoes. How much will you need? What size is best? What shape? How large do you want the sets?

3. Lay aside all scabby potatoes. Why? How do you tell scab? What causes scab? How can you prevent it?

Fusarium Wilt is another disease which affects the potato tuber. Examine your stock and find it if possible. This must be culled out when cutting the seeds.

Sunlight kills germs. Spread some potato seed in a sunny place where they are protected from frost and animals and let them get green. Plant this seed.

4. Name other potato diseases. Describe them. Discard infected potatoes

5. If you have many potatoes to plant make a potato cutter. They save much time.

PROBLEM III. PLANTING.

1. Planting your potatoes at the proper time.

If a planter is not used how will you make the rows? What is the proper depth of planting? How far apart should the rows be? How far between the sets? Be careful to get these distances right and to get the sets properly covered and the rows straight.

PROBLEM IV. PROPER CULTIVATION.

1. If potatoes are to have level cultivation or where they are planted behind a plow in the bottoms of a furrow, harrow immediately after planting. Harrowing not only kills practically all the weeds, it also settles and packs the soil and improves the seed bed so necessary for best results. The harrow can be used to good advantage on these patches every ten days or two weeks until the potatoes are six or eight inches high.

2. As irrigation time approaches. rows must be made. These should be deep enough to prevent flooding. What other advantage is there to working the soil around the potato plants? Cultivate thoroughly. Do not allow any weeds to grow in your potato patch.

3. Dry farm potatoes should be planted a little deeper than those upon the irrigated lands. Why? Here the harrow can be the principal implement of cultivation. Keep the surface level. What objection might there be to deep cultivation and hilling of potatoes on the dry farms?

4. Do dry farm potatoes have any better quality than irrigated potatoes? What advantage have they over irrigated potatoes for seed? You will be required to select a first class sample of your potatoes for an exhibit at your county fair and other seed shows.

PROBLEM V. THE ENEMIES OF THE POTATO.

1. Keep out the robbers, weeds steal plant food and moisture and crowd and shade the plants. Make a study of weeds. Learn their names and their habits.

2. Harmful insects cause much damage to potatoes in some sections. Are insects taking a toll from your crop? Examine your plants. Study potato insects and their control.

3. You must be on the alert for blight and other diseases of potatoes. Handle it promptly when it appears. Be sure you know how best to control it. There are several kinds which may appear. What are they?

PROBLEM VI. IRRIGATION.

1. What is good irrigation for potatoes? Make it mean to your project all that good irrigation can mean. Describe your methods of

applying water? Why should growers avoid flooding of potatoes? How deep should rows be? What size of streams and what length of time would you allow them to run.

2. Watch the formation of tubers by digging into the hills, and when the potatoes are the size of marbles it is time to start irrigation. Would it ever be advisable to irrigate earlier in the year than this? When might it be advisable to start irrigating later than this?

3. After irrigation commences, what will happen to the potato tubers if the ground gets dry? What will happen then if they are irrigated? What would you advise as to amount and frequency of irrigation after it commences? How much water should be applied to potatoes during the season? When should irrigation cease? What might be the affect of over irrigation. How would it effect the quality of the potato.

PROBLEM VII. MARKETING AND STORAGE OF POTATOES.

1. Get in touch with potato dealers and follow the markets.
2. Study grades and grading. Be prepared to grade your own crop.
3. Determine what advantages there are in marketing from the field.
4. Be able to construct a good storage celler.
5. Make good use of your small potatoes. What use will that be?
6. Prevent losses of every kind. Keep an accurate account of costs of harvesting and marketing.

PROBLEM VIII. A BETTER FUTURE CROP.

Study this subject under the following heads:

1. Selection of seed.
   (a) From the cellar.
   (b) From the field when dug.
   (c) From the hill (plant breeding).
2. Fall and winter preparation of soil.
3. Importance of potatoes in a system of crop rotation.
4. Study how to make a good exhibit. Prepare one and keep in a safe place.

PROJECT IN FARM MANAGEMENT

By Dilworth Walker.

REFERENCES:

1. Farm Managements, by Boss, Lyons & Carnahan, Chicago.
2. Farm Management, by Warren, McMillan Co., Chicago.
3. Government Bulletins; Idaho & Utah Bulletins.
4. Farm Papers and Magazines.

Part I.--Practice In Farm Accounting.

Keep a record of the receipts and expenses of some farm or equivalent enterprise worthy of your efforts.

1. Secure suitable record book, approved by teacher.
2. Make complete inventory of enterprise.
3. Keep receipt and expenses up to date—in a clear and understandable form "Neatness, Accuracy and Promptness" is the slogan.
4. Balance the accounts at the end of the year and determine as accurately as possible the cost of production of the different crops raised. Also determine the net income from enterprise during the year.
5. Your account book must be handed in before credit is given in the course.

Part II. Farm Management Studies.

PROBLEM I. FARM IMPROVEMENTS.

Make a general survey of the entire farm, noting with pencil and paper the various improvements that need attention. Classify as follows:

(A) Land:

1. Have you any swamps that could be drained?
2. Are there any ditches that need fixing?
3. Are there any rocks or brush that should be moved?

(B) Roads:

1. Have you any mud holes that might easily be fixed?
2. Are the main hauling roads on your farm graded properly and kept so?

(C) Buildings:

1. Are there any shingles or boards off the house or other farm buildings?
2. Are all the windows and doors in good condition?
3. Are your buildings painted? Do they need it? Will it pay you to paint them?
4. Could the buildings be more conveniently arranged?
5. Are you satisfied with the general condition of your barn yard? Is it sanitary?

(D) Fences:

1. Are all your fences in first class condition?
2. Would it be profitable on your farm to have a hog tight fence?
3. Would it pay to fence the fields separately on your farm?
4. Note particularly the pasture fence and the corrals and yard fences for improvements.

(E) Equipement and Machinery:

1. Examine all the harnesses and wagons for needed repairs.
2. Examine all machines to see if they are in proper running order, (at least one week before they are needed).
3. Have you good sheds for all your machinery? If not, would it be good economy to have such?

(F) New Improvements:

1. List the changes and improvements that you desire to make. How many of these can you yourself put into effect?

PROBLEM II. CROP ROTATION.

1. Select a certain portion of your farm and determine as near as possible what crops have been grown on it the past 10 years. Also the yield per acre.
2. Study this data for information regarding the practice of continuous croping as compared with crop rotation. Give results and your opinion.
3. Make a plan of crop rotation suitable and practicable for your particular farm or any part of it. Work it out in detail.

PROBLEM III. PROBLEM IN MANAGEMENT OF LIVESTOCK.

1. Approximate the number of tons of manure produced by the livestock on your farm each year.
2. Estimate the value of the manure produced. Plan better methods for the care and use of it.
3. To what extent have the ditch banks and hillsides, etc., been utilized in the past for pasture by sheep or other animals? What can be done on your farm along this line to increase your profits?
4. What kind of livestock do you have, registered or grade? Could you improve the stock any? Would it increase or decrease your general expenses? Your total profits?

5. To what extent do your livestock provide employment for cheap labor? Could you extend this idea further on your farm?

6. Is your farm well stocked? Determine this as accurately as possible.

PROBLEM IV. PLANNING THE FARM.

1. Draw out on paper a detailed plot of the farm, locating all the fields, ditches, fences, hollows, hills, rock piles, roads, swamps and farmstead.

2. Study the arrangement of fields from your map as follows:
   (a) Size and shape of fields for economy of labor.
   Relation of fields to crop rotation including number of fields.
   (b) Effect of railroads or ditches on working fields.

3. Make a list of changes in the shape of the different fields, the filling in of hollows rearrangement of ditches, removal of brush or rock piles, change of roads. etc., that will make farming easier and the farm more profitable to work.

4. Make a general plan of the farm for a number of years indicating:

(1) The changes you would like to make from year to year. (2) The method and time of manuring the several fields, or summer fallowing them as the case may be.

5. Estimate the cost of your suggestive changes or improvements and determine if possible if the farm will be able to pay increased profits due to these changes.

Note also: that part of the profit a man gets from his farm is the pleasure which comes from a well managed attractive place.

PROBLEM V. MARKETING.

1. Secure daily market information on the products of your farm, from newspapers, farm papers, government circulars, etc.

2. Determine by figures from date, valuable market information, etc. which is more profitable for you this year, immediate sale or holding for possible higher prices?

3. Is your produce graded and standardized as thoroughly as it would be profitable for you to make it?

4. Is your produce suitably packed and properly labeled in order to secure the highest prices?

5. Do you attempt any "direct to the consumer" marketing? Would it be feasable to do such?

6. Do you have a name for your produce? Have you built up a reputation for quality?

7. Do you do any advertising for your specialties?

PROBLEM VI. TYPE OF FARMING.

1. From your studies and experience in farm management, are you satisfied with the type of farming practiced on your farm?

2. Which crops or farm enterprises are paying the best?

3. What changes, if any, would you make another year, by way of cutting down the acreage of some crops and increasing the acreage of others?

4. Make other suggestions that you have worked out for making the farm more efficient and more profitable.

PROJECT IN DAIRYING

REFERENCES:

Dairy Farming, Eckles & Warren.
Feeding and Management of Calves, etc., Farmers Bulletin No. 777.
The Care of Milk and Its Use in the Home, Farmers Bulletin No. 413.
Other Bulletins and Farm papers.

REQUIREMENTS:

1. At least three cows of dairy type kept for the purpose of producing milk and cream. Whenever possible the whole dairy herd on the farm should be included in the project. The father's approval and co-operation is very necessary in carrying out each step of the work.
2. Each student must keep records of the milk production by the cows in his project, and butter fat tests should be made frequent enough to give him reliable information as to the profit from each individual. This will require as equipment a spring balance, milk record sheets, and access to a Babcock tester. The latter may be funrished by the school, or the student may borrow one from a neighbor or a cream buyer.
3. The student must do the testing for fat.
4. A churn and other equipment necessary for making butter should be available.
5. Instructions as to sanitation, metioned in problem VI "1" and "2" should be read and followed from the beginning.

PROBLEM I. THE IMPORTANCE OF GOOD COWS.

1. Examine your herd and from external appearances decide which are the best cows. Why do you think they appear best? Find their weak points. Make notes. Does your judging compare favorably with your knowledge of the cows? Cull the herd when possible. Sell the boarders and buy one or more good cows.
2. What is it worth to care for and feed a cow a year? What must she produce to be profitable?
3. If possible get your herd into the bull association. Study the value of a good bull in improving a dairy herd.

PROBLEM II. A STUDY OF DAIRYING IN YOUR COMMUNITY.

1. Study the dairy situation in your country.
2. What is needed most in developing the dairy business near your home?
3. Visit the best dairies near your home and judge the stock. Get suggestions on buildings and other equipment.
4. Talk with the owners about them.

PROBLEM III. FEEDING.

1. From the feeds you have, work out the best ration you can for your cows. How much feed must a cow have above maintenance in order to do her best? Is your ration a good one? Can you improve it.
2. Plan to grow good thrifty calves on a small amount of whole milk introducing skim milk into the ration early; substituting grain for what is lacking in fat. Study feeding problems so that you will make no mistakes. Avoid any practice that will cause scours. Be ready to apply a remedy if it appears.
3. Provide pasture or some other green feed in proper quantities.
4. Estimate the cost of producing a calf, at the cost and quantity of feed you are giving.
5. Be sure that your calves have comfortable quarters. They should be dry, clean and cool in the summer. Provide a place to hold the calves while they eat their milk and grain. (some kind of stanchion which will prevent them from sucking each other will be necessary.

PROBLEM IV. THE DAIRY BUILDINGS.

1. Draw plans for an economical dairy barn. Be careful to provide sufficient window space and proper dimensions for stalls, alleys, mangers, etc. Provide a good system of ventilation. Make some of these improvements in your own barn? It is desired that you make some good improvements.

2. Provide a satisfactory and sanitary place for separation and cooling milk.

PROBLEM V. PROPER CARE OF MILK PRODUCTS.

1. Use good sanitary methods while milking. How will you prevent dirt from entering the milk? Avoid dust in the barn at milking time. How? Provide good strainers and buckets.

2. Take proper care in washing and disinfecting the separator and other equipment.

3. Churn at least one batch of butter using up-to-date method in ripening churning, working and printing.

Be careful to have proper temperatures and to use the right amount of salt. Keep a record of each operation. This will be inspected by the teacher.

PROJECT IN HORSES

REFERENCES:

Any good text book on horses..
How to Select a Sound Horse, Farmers Bulletin No. 779.
Horse Breeding Suggestions for Farmers, Farmers Bulletin No. 803.
Feeding Farm Animals, Utah Circular No. 32.
Other Bulletins and Farm Papers.

REQUIREMENTS:

1. Have the responsibility and care of a team, at least two horses. Four would be better. Know the points of a horse.

2. Keep accurate records of all of the expenses including feed, care shoeing, veterinary supplies, investments, taxes etc.

3. Provide a sanitary, comfortable place for the horse—good mangers, clean stalls, etc.

4. Keep in good repair the harness and all other equipment which has an influence on the welfare of your team.

5. Keep on hand and be able to administer intelligently simple but good remedies for common ailments.

6. Study breeds, become familiar with breeds and types of horses, as much as possible by contact with the best individuals in your district.

7. Attend a County Fair or State Fair and judge the livestock and watch the judging done.

PROBLEM I. HOW TO FEED ECONOMICALLY AND WELL.

1. Balance a ration as near as it is possible from the feeds you have,

2. Study economy in the kind of feed given, and the amount and manner of feeding it. Remember it is well not to feed too much at a time but rather feed smaller quantities often.

3. Calculate accurately the cost of feed given per day and record this for each horse.

4. Provide plenty of clean. fresh water at as frequent intervals as necessary. See that the horse drinks well. Keep the water trough clean. Study what your books say about the needs of the horse in feed and drink.

5. See that the mangers are large enough and tight enough to prevent waste, and of the proper construction to be comfortable for your horses.

Provide sanitary feed boxes in which to feed grain. If any of your horses waste grain, devise a means to make them eat slowly.

PROBLEM II. GETTING THE TEAM INTO WORK WITHOUT HARNESS SORES AND OTHER TROUBLES.

1. Get the horse into full feed as well as full work gradually. Make

a plan for the time and method of feeding and caring for your team. Put it into your record book. Feed and water at regular intervals.

2. Watch for sore or swollen shoulders and necks, stop the horse frequently during the day, and go to the collar, rub it off, clear away the mane and smooth off the rough spots wherever the harness chafes him.

3. Be prepared to give prompt and proper care of any sore places as soon as they start, learn what to do, see that the collars fit.

4. As the collars are removed from the horse, always clean them while they are still warm. Do not scrape them with a knife.

5. Keep the tugs of even length and so adjusted as to avoid discomfort to the horses heels, back and neck.

PROBLEM III. GROOMING AND CARE OF FEET.

1. Keep the horse's skin in good condition by proper grooming.

2. A farmer is too busy to waste any time in doing this work; but it is very necessary. Study how to do it effectively and well.

3. Study your horses feet, and learn how to care for them. Learn how to prevent cracking. Do not let the hoofs grow long.

4. During the season shoe your team (this may not need to be done until fall)

PROBLEM IV. CARE OF HARNESS AND IMPLEMENTS.

1. Keep the harness in good repair. See that it is well oiled.

2. Keep the wagon and other equipment well oiled. Remember this saves horse power. Why?

3. Avoid cross pulls and other unnecessary loads which do not accomplish work. Keep the cutting and wearing surfaces of plows, cultivators, harrows and other implements scoured. (clean)

4. Avoid accidents by being careful in hitching up, driving and handling equipment.

5. Prevent injuries to your team from singletrees, breast straps, neck yokes, heavy tonage, etc.

Use your books and bulletins in studying these problems.

PROBLEM V. SHELTER

1. Horses must not stand in mud or manure. Why? Prevent waste. How? Fences, wagons and hay racks are not good places to tie horses. Why?

2. Study the matter of good ventilation, proper light and bad effects of drafts, and proper temperatures for the horse.

3. Avoid injuries from kicking and fighting among the horses. Keep sacks of grain out of their reach at all times. Study to prevent damage to the horse or to crops, should he get loose at night.

PROBLEM VI. SIMPLE REMEDIES.

1. Be ready, without delay, to administer a physic, treat a wire cut, doctor for colic, relieve the trouble in case of founder, administer a cathartic.

2. What are bots? How is trouble from them prevented?

3. Study care of mares before foaling. Study the care and management of colts.

4. What are heaves? How are they prevented? How relieved after contrated? Name other troubles you should know about.

PROBLEM VII. COMMON BLEMISHES. HOW TO JUDGE AGE.

1. Locate all of the common blemishes.

2. Have your horses any blemishes? or tendencies toward them?

3. What should be done if any one of these blemishes should start on your horse? What should be done with a bad case of blemish?

4. Practice judging the age of horses until you are sure and confident in it. Have your horses any bad teeth that need attention?

POULTRY PROJECT

REFERENCES:

Poultry Keeping by Harry R. Lewis. J. B. Lippincott Co. Phila.
Idaho Poultry Bulletins.
Poultry Bulletins U. S. Dept. of Agri.

REQUIREMENTS:

1. A flock of hens to feed and care for.
2. Raise at least 50 chickens.
3. Follow improved methods in feeding and care.
4. Have modern arrangements in buildings equipment etc.

Note: Expensive equipment is not necessary. It will seldom be necessary to construct new buildings.

5. Preserve at least five dozen eggs either in salt or water glass or some other good material.

PROBLEM I. CARE OF YOUNG CHICKS.

1. Know how to select eggs for hatching. How to candle eggs.
2. Make early arrangements for the raising of at least 50 young birds. If they are to be profitable layers they must be hatched in April or earlier.
3. Know what to feed, how to feed, when to feed. Do this work the very best you can.
4. Have good runs and shelter for the young chicks.
5. Sell cockerals as soon as they can be disposed of. Crowd the pullets, that is, keep them growing rapidly.

PROBLEM II. ENEMIES OF POULTRY.

1. Prevent loss of young poultry because of cats.
2. Keep young chickens away from horses and pigs.
3. Keep magpies and hawks away from the chickens.
4. Be prepared to fight lice and mites. This is important.
5. Keep away diseases by proper sanitation in yards and feeding.

PROBLEM III. SELECTION OF STOCK, CULLING.

1. Know how to tell a profitable hen (good producer)
2. Keep male birds separate from the flock if possible. At least reduce the numbers to the lowest possible point.
3. Cull out the poor producers as they stop laying.
4. Cull your young stock—sell all undersize, poorly developed or weakly ones.

PROBLEM IV. HOUSING.

1. Make a study of your house. How can it be improved?
2. Study poultry houses, Know the modern requirements of poultry houses.
3. If it is desirable for you to have a new poultry house, plan one suitable for your needs.
4. If you do not build a new one have the old one re-modeled.
5. Study inside equipment and conveniences. Be sure to provide up-to-date roosts, dropping boards, self feeders, tables for drinking pans, nests, etc.
6. Arrange conveniences to keep the hens clean, such as dust baths, painted roosts, etc.

PROBLEM V. FEEDING HENS.

1. Know the needs of your hens for profitable egg production.
2. Provide the proper feeds, that is proper variety, protein feeds, green feeds, grit, lime, etc.
3. Know how to make and manner of feeding a dry mash. A wet mash, a scratch ration.

SWINE

REFERENCES:

Any good text on swine. Swine Management, Farmers Bulletin No. 874.

Tuberculosis of Hogs. Farmers Bulletin No. 906.

Killing Hogs and Curing Pork. Farmers Bulletin No. 913.

Other Bulletins on Swine. Farm papers, etc.

REQUIREMENTS:

1. The aim of this project is to produce economically and bring to marketing time a bunch of at least three pigs. These animals may be bought while young, but the raising of a littler pig, or the care and management of the whole farm herd would be preferable. In special cases the hogs may be marketed before fat.

2. Cost records of feed and care must be accurately and neatly kept. At the end of the year net returns from the project must be furnished.

3. Green feed in pastures as planted in the garden to be cut and carried to the animals, must be provided. (Teacher might suggest what to plant for green feed)

PROBLEM I. PEN AND LOT.

1. Provide comfortable surroundings in pen and lot for your animals. A good dry, clean bed is necessary. See that the run and feeding equipment are free from muck and filth. How will you arrange the quarters to keep them clean and sanitary?

2. In case of a sow before farrowing, provide protection for the young pigs against the mother lying on them. Whether you have a sow or not you should know how to do this. In case you have a litter of young pigs look up "3" in Problem 4.

3. When hot weather comes, pigs should have a wallow, why? Describe a good one. When it is possible construct one.

PROBLEM II. THE HOGS YOU KEEP.

1. See that your hogs are thrifty. In case you buy your stock, be sure to get well bred animals in good growing condition. What objection is there to owning stunted stock? Can you call your herd to eliminate unprofitable animals? Do this if you have them.

2. Estimate the profit you would like and could reasonably expect and outline your proposed method of getting results.

PROBLEM III. THE FEED.

1. Be sure that your animals make a steady growth.

Remember that a pound of gain costs much less while the animal is young than when it is older. Be prepared to discuss this point with the teacher.

2. Study feeding and be prepared to furnish a well balanced ration containing a moderate amount of grain or its equivalent along with plenty of green feed .Keep the pasture fresh. How will you do this?

3. Much of the profit from hogs on the farm should come from the using of feeds which would be a waste if hogs were not kept.

Make a survey of your place and see what are the sources of these wastes. Are they properly utilized? Will you be ready to take advantage of fall stubble fields as they come on? Make a study of the fence problem. Would it pay you to do more fencing for your hogs?

PROBLEM IV. DISEASE AND PESTS.

1. Make a study of your swine to find if they have lice. Find a good home remedy for this pest. Inspect them for other troubles.

2. Hogs are often unthrifty and unprofitable because of worms, What is the remedy? Charcoal or slack coal should be provided. A mineral mixture is usually advisable.

Salt is poison if withheld for long periods and then supplied except in very small quantities. Keep salt before the hogs in the form of a lump, or mix small quantities with feed.

3. "Black Teeth" or "Sore Mouth" is an infectious disease of young pigs causing a yellow fungous growth in the mouth. The germs are found in the dust and soil of old pens.

4. Pinch off the sharp teeth. The disease enters through wounds the small pigs give each other. If the disease appears scrape away the infection thoroughly, disinfect the mouths and bodies of the pigs and move the whole litter to new clean quarters.

5. Watch for other diseases and pests such as cholera, etc. How would you describe the symptoms of cholera?

PROBLEM V. TO EXAMINE OTHER HERDS. STUDY OF BREEDS AND TYPE.

1. Make one or more trips to farms where good animals are kept. Discuss breeds and types with the owners. Study the form of as many individuals as possible and make a decision as to the ones you like best. Tell yourself why. Do this with your own animals. In what particular could our pigs be improved?

PROBLEM VI. THE CONSTRUCTION OR IMPROVEMENT OF BUILDINGS.

1. Remodel your hog houses to make them more convenient or comfortable. If necessary re-arrange the buildings and equipment to make them more modern and sanitary.

2. Build a portable pen of the proper size and arrangement for a sow and her litter.

3. If neither of these "1" or "2" can be done in actual practice make plans showing material needs and manner of construction for both.

PROBLEM VII. ECONOMICAL FATTENING AND PROPER BUTCHERING.

1. In case you fatten your hogs for market or for home use study methods of feeding. Be careful to choose an economical grain for the feed and feed it in the best way to avoid waste of all kinds.

2. It is desired that each student will have some experience in dressing and cutting up pork. This should be done in the best manner so as to give the proper cleaning, bleeding and cooling of the carcass and the proper shape and size of cuts, and good salting and curing.

PROJECT IN SHEEP

REFERENCES:

Any good text on sheep.
Sheep Scab, Farmers Bulletin No. 713.
Equipment for Farm Sheep Raising, Farmers Bulletin No. 810
Farm Sheep Raising for Beginners, Farmers Bulletin No. 840.
Other Bulletins on Sheep, Farm Papers.

REQUIREMENTS:

1. A flock of at least ten well bred sheep. Pure bred preferred. They should be kept with the idea of developing a flock that other people will be glad to select their breeding stock from.

2. Provide a good pasture so arranged as to allow part of it to grow while the rest is being fed off. Make the proper fences so that the sheep can not damage crops and gardens. Provide shelter and shade.

3. Keep a careful record of all expenses, also a record of receipts from wool and other sources.

4. Learn to sheer sheep.
5. Have personal care while the sheep are lambing or make a special study of how to care for a flock at that time.

PROBLEM I. YOUR PLAN.

1. Have an ideal in developing your flock. Discuss your ideal with the teacher, breed, care, feed, etc. Do you intend to produce purebreds for the market? Do you intend to produce suprior mutton for the butcher? What is your ideal as to fleeces of your flock?

PROBLEM II. LAMBING AND CARE OF LAMBS.

1. When lambing time comes be prepared both with information and equipment, to properly shelter and care for ewes.
2. Know how to manage ewes that will not own their lambs. Save the orphan and twin lambs that may need special treatment. Special care is needed with young ewes. What should a good shepherd know and be able to do for them.
3. Know when and how to breed to get the kind of lambs and the time you want them. Make a special study of this.
4. To be a good shepherd it is necessary to know how, and to do many things promptly and properly.
   (a) For example, a system of marking and record keeping is necessary. Know how to do this.
   (b) Study time and method of casterating and docking.
5. You should be able to feed and care for lambs so that they will mature early and be kept healthy and vigorous. Special feed and pasture for the lambs and good care for the mothers are important. Provide them.
   (a) Prevent harm to the mother.
   (b) Avoid retarding the growth of the lamb.
   (c) Wean at the right time.

PROBLEM III. GOOD FENCES AND GOOD PASTURES.

1. No flock of sheep could be profitable if they are not properly confined. The fences are a very important consideration. Study your needs. Prevent damage from the sheep to gardens and orchards. Avoid damage to the sheep from bad fences.
2. Study the probability of loss in your flock from dogs, wild-cats, coyotes, etc. Prepare to avoid these troubles by having good fences, yards for correlling at nights, etc. Make a survey to find if these animals cannot be eliminated.
3. Make a thorough study of the needs of a flock in pasture and then supply these needs as near as you can. What kinds of pasture plants are best for sheep? How close should sheep be required to crop a pasture.

PROBLEM V. SHELTER, SHADE, SHEARING.

1. Supply cool shade for the flock in summer. How can this be had if threes are not present?
2. Study the summer care of sheep, water supply, salt, prevention of disease danger from the wet pastures and need of a variety of feed.
3. Learn methods of sheltering.
4. What is needed for winter shelter of sheep? What kinds of feed are best for sheep in winter? Why is even a short period of poor feed detrimental to the wool?

PROBLEM VI DISEASES AND PARASITES OF SHEEP.

1. Why is it so important to prevent trouble with sheep rather than to wait to cure it? Watchfulness is more necessary with sheep than with other animals. Why?
2. Name the troubles that are common to sheep and give remedies for each.
3. Watch for parasites and diseases and be prepared to treat them.

ART PROJECT

REFERENCES:

Art Section in current magazines; Ladies Home Journal, Delineator. Literary Digest, and others.

REQUIREMENTS:

1. See and appreciate the beauties of nature.
2. Help others appreciate nature.
3. Make some spot around your home more beautiful.
4. Re-produce some good views of landscapes, or trees, or flowers, or buildings.

PROBLEM I. HOME BEAUTIFICATION.

1. Make a place for flowers, and other planting. Arrange these in an artistic manner.
2. Plant such annuals as sun flowers, sudan grass, mexican fire bush, and others in such a way as to cover up unsightly places.

PROBLEM II. BEAUTIFYING THE COMMUNITY.

1. Make your influence felt towards getting the public grounds of the meeting house, and school house properly planted and cared for.
2. Help in cleaning up and beautifying these grounds.
3. Do what you can to get these grounds planted to lawns and permanent trees.
4. Help make the inside of public buildings more presentable. Improve the arrangements inside by putting away unnecessary material, re-arranging the furniture, etc.

PROBLEM III. APPRECIATE THE BEAUTIES OF NATURE.

1. Learn to appreciate and help others to appreciate the many and varied colors of the sky.
2. Find the beauty spots around your home. Set them apart for frequent visits when you and your friends can appreciate them.
3. Make frequnt trips to beautiful spots on our streams, and in the mountains.
4. Learn to appreciate the living things of nature, such as the birds and the wild flowers, trees, and shrubs.
5. Be able to point out wherein these things are beautiful.

PROBLEM IV. YOUR ART WORK.

1. Make sketches of landscapes, showing strips of sky and hills.
2. Make sketches of plants such as beautiful trees or a beautiful clump of flowers, or some other natural object.
3. Make drawings suitable for decoration of your own room.
4. Do what you can in other ways, to make your own room attractive, and artistic.
5. Mount or frame some of your best paintings. Have one or more hung on the walls of your own home.

BIOLOGY GROUP

A GENERAL BIOLOGY PROJECT

REFERENCES:

A Civic Biology by Hunter.
Bulletins on Harmful Insects. One on Honey Bees.
Elementary Biology Gruenberg, Bird books. Bulletins, etc.

REQUIREMENTS:

1. Be constantly interested in the study of biology in natures laboratory.

2. Take at least one long trip in which plants and animals are studied.

3. Maintain good health habits in eating, sleeping, etc., and try to get at least one other person to do so.

4. Learn to know and love the birds.

PROBLEM I. RELATION EXISTING BETWEEN PLANTS AND ANIMALS.

1. Show that insects eat plants, make homes in them, etc.
2. Show that flowers are pollinated by incests.
3. Study the essential parts of an insect. Name parts.
4. Study the essential parts of a flower.
5. Find examples of six classes of insects.

PROBLEM II. HOW GREEN PLANTS GET AND MAKE PLANT FOOD.

1. Sprout seeds and examine the different parts.
2. Study the root hairs. What is their use to plants?
3. By experiment discover what effect sunlight has on the color of plants. What does it do for the plants?
4. Study leaves, bark, wood and roots of herbs, shrubs, and trees.

PROBLEM III. THE STUDY OF PLANTS WITHOUT CHLOROPHYLL.

1. Study use of yeasts, effect of yeast on substances.
2. Study moulds, where do they grow? Are they harmful?
3. How do bacteria help the soil? Devise means to prove that bacteria grow in the soil.
4. What other plants belong to this group. Find and study them.

PROBLEM IV. CAUSE AND PREVENTION OF DISEASE.

1. Study four diseases caused by bacteria.
2. Make a survey (by consulting physicians) of the most prevalent disease in your county. Find out what the doctors think of the best methods of prevention or control.
3. Study how to prevent infection from smallpox, typhoid feaver. diptheria, tuberculosis and at least one other common disease.
4. Prevent if possible the taking of any disease yourself.

PROBLEM V. HOW ANIMALS HELP MAN. ALSO ANIMAL ENEMIES.

1. Make a list of the helpful, and another list of the harmful animals, reptiles, amphibians, and birds of our section. In what way are they helpful. If harmful, in what way..?
2. Become acquainted with at least ten kinds of harmful insects and study their control. Are there any helpful insects? If so, in what way are they helpful?
3. What other invertebrates are helpful or harmful to us? Study them.

PROBLEM VI. REPRODUCTION OF LIVING THNIGS.

1. Review the problem of reproduction in the lower forms—— Thallophytes and Protozoa.
2. Watch the life cycle in at least one insect. Are all insects alike in life history?
3. Watch the incubation of an egg. Candle the egg repeatedly (at least five times) during the period of incumbation and note what changes take place.
4. Study reproducton in fishes.
5. Study reproduction in mammals.

PROBLEM VII. THE EUGENICS RECORD OF YOUR FAMILY.

1. Get the record of every members of your family at least two generations back. If possible three generations.

2. What are the strong points? (a) physically (b) mentally.
3. What are the undesirable points? (a) physically (b) mentally.
4. How can you help the stock?

BIRD STUDY PROJECT

REFERENCES:

(Required: A Civic Biology-Hunter; Out of Doors in the West, by Paul; Farmers Bulletins, No. 109 Bird Houses and How to Build Them.
No. 621 How to Attract Birds.
No. 630 Common Birds Useful to the Farm.
No. 770 Canaries, Their Care and Management.
(Suggested: Any good book on birds, bird dictionaries.
(Magazine articles, Andubon Society, etc.

REQUIREMENTS:

1. Student must make a careful study and become thoroughly acquainted with at least 50 kinds of common birds.
2. Student must be able to recognize the song of at least 25 common birds.
3. Bird houses must be constructed and throughout the whole season--April to September, the student should make his influence felt toward the protection of useful birds.
4. Make a chart large enough to record the following data for each one of the 50 useful birds studied; name, time of arrival and departure. bird's usefulness, food, nest.
5. Make at least one long trip into the mountains for the purpose of studying the birds.

PROBLEM I. WHEN THE BIRDS ARRIVE AND WHEN THEY LEAVE

1. Watch for the arrival of each new bird and note date.
2. Do they come in flocks, single, or in pairs.
3. Note as near as you can when and how the birds leave.

PROBLEM II. THE BIRD'S FAVORITE HABITAT AND ITS HABITS.

1. Learn the favorite haunts of each bird.
2. Describe the flight, and the habits while perching.
3. Is it shy or friendly, noisy or quiet?
4. Learn the song from hearing the bird.

PROBLEM III. NESTS AND TIME OF NESTING.

1. Describe the nest. (from nature if possible.)
2. Watch the birds while building and note their actions.
3. When is the nest built and the first brood hatched.
4. How many broods?

PROBLEM IV. FOOD FOR YOUNG AND OLD. EXTENT OF USEFULNESS.

1. What is the principal food of these birds, spring, summer, winter?
2. How do they feed their young? Calculate the amount of food eaten by a family of birds. What would this amount to in a season?
3. How does each get its food?
4. Study the habits of weeds and insects and tell how the harm is done by the weeds and insects eaten by each bird.

PROBLEM V. METHODS OF PROTECTING AND ENCOURAGING BIRD LIFE.

1. Plan ways of teaching people the value of bird life.
2. Study how to combat other enemies of bird life.
3. Are small bird preserves practical here?

FLOWER GARDEN PROJECT

REFERENCES:

Growing of Annual Flowering Plants, Farmers Bulletin No. 1171. Home supply by Rexford, Orange Judd Co., Chicago, Ill Roses for The Home F. B., No. 750.

Beautifying the Farmstead F. B. No. 1087.

Planting and Care of Street Trees F. B. 1209.

Other bulletins and Farm Papers.

REQUIREMENTS:

1. The garden must contain at least six kinds of annual flowers and three kinds of perennials, (latter may be trees or shrubs)
2. Students must help prepare the soil and plant the flowers, and be responsible for their care throughout the season.
3. The aim should be to supply at least your own home with an abundance of flowers from May to September.
4. Cover up unsightly places with ornamental annuals and try to make your garden most attractive.

PROBLEM I. THE GARDEN PLAN AND SELECTION AND PURCHASE OF SEEDS.

1. Make a plan of the garden. This should be drawn to scale on good paper, and the student should keep in mind the balancing and harmonizing of lawns, flowers and buildings.
2. The garden plan should be put into the note book and must contain enough detail of drawing and notes to show exactly what the student intends to do.
3. The plan should include ways of covering up unsightly foundations and corners and ugly out buildings.
4. Purchase seed at once. Be careful to choose hardy varieties yet kinds that will suit the place they are planted.
5. Plant in flats or arrange to buy such plants as asters and other varities that need to be transplanted

PROBLEM II. FERTILIZATION AND PREPARATION OF THE SOIL.

1. Be sure that the soil is fertile.
2. Be sure it has been thoroughly worked to a depth of at least eight inches.
3. Make the borders neat and remove all sods and stones.
4. Answer the following questions: Why should the soil be mellow but firm? How much moisture does it need? Give three advantages of humus in the soil.

PROBLEM III. PLANTING SEED AND TRANSPLANTING.

1. Plant the seed when the season is right for each kind.
2. Find out how to plant, keeping in mind depth, packing of the soil over the seeds, proper moisture conditions, etc.
3. Plant in rows. (this will help you to distinguish flower plants from weeds.)
4. Watch the growth of the flowers and remove all weeds.
5. Transplant when the season is right and the plants are large enough.
6. Study how to do the transplanting, right.

PROBLEM IV. INSECT ENEMIES.

1. Watch for insects that may harm your plants.
2. Study how they harm the plants. Learn their appearance and ways.
3. Find out methods to combat them and do not fail to use these methods.

PROBLEM V. CULTIVATION, CARE AND WATERING.

1. Do not tolerate a single weed in your garden.
2. Have tools suited for cultivation and use them often. Remember the roots of plants must have air in the soil around them.
3. Study the water requirements of your flowers and see that they have plenty of it.
4. Be careful not to give too much water.

PROBLEM VI. A STUDY OF THE PLANT. (BIOLOGICAL)

1. What are the habits of the plant. (Study each variety) Observe leaves, stems, and roots.
2. Study the blossom, calyx, corrolla, stamens, pistils, and ovary of each kind.

PROBLEM VII. FERTILIZATION, POLLINATION AND MEANS OF REPRODUCTION.

1. How are the flowers fertilized?
2. Watch the insect visitors. Make a list of them.
3. Watch the habits of the insects.
4. How is the flower suited to receive the insect and be benefited by it?
5. How is the insect fitted to get the nectar and pollon it needs?
6. How is it fitted to help the plant?

PROBLEM VIII. SEED.

1. Collect seed from the flowers that produce seed. Put these seeds in packages and save them for planting another year. Be careful to note the name of variety and how well you like it.

Trees: In case trees and shrubs are planted, the foregoing problems should be modified to conform to good practices in soil preparation, planting, care, etc.

PROJECT IN HOUSE PLANTS

REFERENCES:

Home Floraiculture by Rexford.
Govt. Bulletins and State Exp. Sta. Bulletins magazines and papers.

REQUIREMENTS:

1. Care for at least ten pots of plants, including five varieties.
2. Have at least a small outside flower bed into which some of the potted plants are put during the summer months.
3. Visit the florist and become acquainted with his methods of planting, potting, and growing plants.
4. Start at least 3 pots of your own from seed or slips.

PROBLEM I. KINDS OF PLANTS SUITED FOR INDOOR PLANTING.

1. Become familiar with names and habits of the common house plants.
2. Visit homes and other places where flowers are grown and talk with people about their flowers, get names, learn their good qualities, etc.

PROBLEM II. HOW TO POT PLANTS.

1. Learn the best kinds and the best methods of preparing
   (a) Soil.
   (b) Pots.
2. Practice the best methods of potting and transplanting flowers.

PROBLEM III. CARE OF THE HOUSE PLANTS.

1. Study the needs of each kind of house plants in the matter of
   (a) Sunlight.
   (b) Water.
   (c) Temperature.
   (d) Pruning.
   (e) Soil and Plant Food.

PROBLEM IV. EFFECT OF PLANTS ON HEALTH AND HAPPINESS OF PEOPLE.

1. How do plants affect the oxygen content of the air, (a) at night, (b) in the day time? In what rooms should plants be kept?
2. Of what advantage are flowers in making a happier, better home?

PROBLEM V. CARE OF FLOWER BEDS.

1. Have at least one out door flower bed.
2. Have in it at least four kinds of outdoor plants.
3. Plant into it some geraniums and other plants grown inside during winter.
4. Learn the habits and needs of common outdoor flowers.
5. Interest your friends in your flowers.

INSECT STUDY PROJECT

REFERENCES.

Elementary Biology, by Gruenberg.
Farmers Bulletins, Exp. Station Bulletins.
Farm papers and magazines.

REQUIREMENTS:

1. Collect and classify into orders at least 50 kinds of insects.
2. Study the life history and watch the development of at least 5 kinds of insects, perferably harmful ones.
3. Make a list of all the harmful insects in your neighborhood and note the food plants and life habits of each.

PROBLEM I. INSECT HABITS.

1. Make a study from observation and from books, of the habits of insects.
2. A suggested list of those to be particularly noted is as follows: honey bees, solitary bees, wasps, ants, carrion beetles, mosquitoes. lady bugs, butterflies, houseflies.
3. What instincts show up plainly in these insects?
4. What are the adaptions for self defense? For protection of the race etc.
5. Study home building and care of young.

PROBLEM II. LIFE HISTORY OF INSECTS.

1. Study the life history of at least 5 insects. Suggested list: Cut worms, alfalfa weevil, plant lice, wire worms, web worms, army worms, cabbage butterflies, grasshoppers, codling moths, june bugs.
2. What is the length of life?
3. How do they live over the winter?
4. Where, when, and how are the eggs deposited?
5. Do they have complete metamorphosis?
6. Describe eggs, larva, pupa, and adult.

PROBLEM III. KIND OF FOOD AND HOW GOTTEN.

1. Describe two methods insects have of taking food.
2. Observe and list insects of both kinds.

3. What are the food plants of each?
4. How much food do they consume as compared to the size of the insect?
5. How important is this to agriculture?

PROBLEM IV. HELPFUL INSECTS.

1. Make a study of the honey bee. If possible have at least one swarm to care for and study.
2. Study at least three other helpful incests. In what way do they help man?
3. Indirectly how do bees, butterflies, and many other kinds, help plants?
4. Make a study of insects as they visit plants for food.

PROBLEM V. SPRAYING AND OTHER MEANS OF CONTROL.

1. Prepare to fight the insect pests of your farm or garden. Be ready with information, equipment and spraying materials.
2. Try to prevent trouble.

Note: The following insects are likely to be troublesome: Cut worm, alfalfa weevil, and wire worms.

3. Learn how to destroy each kind and how to buy and mix the posion.

CIVICS PROJECT

REFERENCES:

Community Civics, by Hughs.

Have access to and use at least one good magazine; and more if available.

Keep in touch with the useful material of the newspapers, such as editorials, etc.

REQUIREMENTS:

1. Finish the text, for a completion of the work.
2. Keep outline of reading in project note book.
3. Constantly keep in mind your project plan and follow carefully your objectives.
5. Keep the law and help enforce it.

PROBLEM I. THE INDIVIDUAL AND HIMSELF.

1. Keep yourself clean, obsrve the Word of Wisdom. Know why.
2. Prepare yourself to be an asset to the community not a liability.
3. Be cheerful, and contented. Keep others cheerful.

PROBLEM II. WORTHY HOME MEMBERSHIP.

1. Take good care of your own clothing. Keep in proper places.
2. Keep your room neat.
3. Watch for things to do, such as mending furniture, painting floors, varnishing furniture, cleaning stoves, cleaning carpets. Help in the control of disease by observing good sanitation rules and helping others do the same. Do a daily good turn.
4. Save money for the family by preventing waste and by saving plumber's bills, laundry bills, and any other work you can do.
5. Be a handy man about the home.

PROBLEM III. THE INDIVIDUAL AND HIS COMMUNITY.

1. In what way is your occupation of value to the public? Can you make it of more worth?
2. Plan some service to some poor person where you help him or her for several months.

3. Help clean up the streets and cemetery and public square.
4. Set forth ten benefits of your community to you. Are these reasons why you should pay taxes?
5. What are taxes used for?
6. Why is it a duty for a citizen to vote? Why is it a privilege?

PROBLEM IV. THE HOME AND THE COMMUNITY.

1. Does your home add or detract from your community?
2. Conduct a general clean up of your yards and buildings.
3. Find some other way that you can improve the community by improving your home.

Suggestions (painting, planting, killing weeds, fixing fences, care for lawns, etc.

PROBLEM V. THE HEALTH OF THE COMMUNITY.

1. Study the sources of disease infection in your community. manure, rubbish, cesspools, privies, etc.
2. Do what you can to prevent the spread of disease, and to improve the sanitary conditions in your community.
3. Know how disease is spread, (a) contact; (b) carriers, etc.

PROBLEM VI. THE APPEARANCE OF YOUR COMMUNITY.

1. Make a survey of your town and note its general appearance. Note the places that should be improved. What is wrong? Note roads, fences, bridges, plantings, corrals, bog holes, gutters, waste on the side of the road, etc.
2. Does any of this affect the health of the community?
3. Does it affect its prosperity. If so, How?
4. Help create a sentiment to remedy these things.
5. Select some place where you can improve the appearance of the community.

PROJECT IN ORAL EXPRESSION.

REFERENCES:

Hydes Reader and Speaker. Suggested List of Readings.

REQUIREMENTS:

1. Regular practice, students must practice twice weekly as in the regular school term.
2. In all readings, speaking and practice work, students must speak clearly and distinctly, good enunciation, pronunciation, and full tone are indespensible.
3. Students must at all times give thought clearly.
4. Students must use the best English of which they are capable both in public and practice work.

PROBLEM I. SELF IMPROVEMENT.

1. Students are to keep in mind their weak points and work to overcome them. The points mentioned above are to be emphasized, in proportion to the need.
2. Students are to practice sight reading at least once a week. This may be from newspapers, magazines or lecture, and preferably before an audience.

PROBLEM II. MEMORY WORK.

1. Students are to find and learn three selections for special occasions, such as July 4th, Memorial Day, etc.
2. Analyze and learn the following selections:
   (a) Bingen on the Rhine.
   (b) How Did You Die?

(c) The Flag on the Farm.
(d) .....
(e) .....

PROBLEM III. IMPROVE OTHERS. (select one)

1. Conduct the concert recitation in Sunday School for one month and train pupils in the recitation so that there will be at least 90 per cent response.
2. Conduct the story from the Life of Christ for one month in Sunday School or assist another to do so.
3. Prepare students in Primary or Religion Class, or Sunday School to give readings for their asociations.

PROBLEM IV. ENTERTAIN. (select one).

1. To give at least three readings in programs for public.
2. Take part in one drama.

(In case this opportunity it not afforded another problem may be submitted approved by teacher.)

PROBLEM V. SERVICE.

1. Be responsible for one program in your department of M. I. A. (Bee hive, Scouts, Etc.)
2. Take part in ward declamation contest, public speaking, contests or debate.
3. Act on programs committees. Be a "live wire".

I. and II, are required, and students should elect two of the remaining problems.

FARM MECHANICS GROUP

FARM BUILDINGS

REFERENCES:

Shop Projects, Burton (Text)
Concrete Around the Home, Portland Cement Co.
List of Farm Buildings (Ext. Bulletin No. 33 Iowa.
Farm Woodwork, (Blackburn).
F. B. No. 574 Poultry House Construction.
F. B. No. 1214 Farm Dairy Houses.
F. B. No. 1113 Poultry Houses.
F. B. No. 474 Use of Paint on the Farm.

REQUIREMENTS:

1. At least 120 hours of practical work on some farm building or buildings.
2. Have drawings of your building noting size, openings dimensions, etc.
3. Carefully worked out plans; drawings and writings in ink, unless exception is granted by instructor.

PROBLEM I. PLANS AND MATERIAL.

1. Have definitely in mind the kind, capacity, construction and as near as you can the cost of the building you need.
2. Have drawings of your building noting size of openings, and inside equipment. Be sure that all are of approved type.
3. Have a list of material noting kind and grade needed.
4. List all old material you have to substitute for new.

5. Be sure that the site or location of the building is right for convenience, drainage, etc.

PROBLEM II. FOUNDATION.

1. What kind of foundation is best for you? What kind is cheapest?
2. What height and thickness is best? Will the sills be anchored?
3. Make your own forms and put in your own concrete.
4. If a floor is laid do that yourself if possible.
5. Know how to care for concrete after it is placed.

PROBLEM III. THE WALLS. ROOF. AND OPENINGS.

1. Build with thought of permancy.
2. All corners should be square, floors and celings level, walls and openings plumb.
3. Have doors. windows, and other openings well fitted and properly placed for convenience light and ventilation. Be sure to have some good book or bulletin as a guide.
4. See that the roof is well supported and well covered.

PROBLEM IV. INSIDE EQUIPMENT.

1. New ideas and devices for efficiency and convenience should be gotten and put into your building.
2. Expensive appliances should be avoided.

PROBLEM V. PAINTING.

1. Study painting, methods of applying paint, etc.
2. Buy and apply the paint, putty, and materials needed.

If buildings are remodeled, modifications of the above problems can be easily made.

GENERAL REPAIR PROJECT

REFERENCES:

Shop projects, Burton (Text)
Minor articles of Farm Equipment, F. B. No. 816.
Use of Paint on the Farm. F. B. No. 474.
Farm Papers, Magazines, etc.

REQUIREMENTS:

1. Make a survey of your farm and list repair jobs needing to be done. This must be written in project note book.
2. One of the important tasks of the summer should be the general fixing up of the building and fences of the home.
3. This should include the renovation of fences, repair of gates, stables, hen-houses, hog houses, etc. It may include the painting of one or more of the buildings.
4. Credit in this course is mostly earned by practical work, therefore **at least 120 hours** should be spent in it.
5. Each student is required to have the following tools: saw, hammer, square, chisel, brace and 3 bits, screw driver, wrench and plane.

PROBLEM I. THE TOOL HOUSE AND FARM TOOLS.

1. If you have a tool house, clean it up, resort the bolts, and old extras, and discard the useless ones, make neat bins for those worth keeping.
2. Gather up the tools and see that each has a place.
3. Form a habit of having a place for everything and keeping everything in its place. Help other to do this.
4. If you have no tool house set apart a convenient place in some building and follow instructions above.

PROBLEM II. THE GATES.

1. See that the gates are substantial.
2. See that they are easily opened and shut and that they can be safely fastened.
3. Plan to make a new gate for some opening, have some approved plan to follow in making the gate.

PROBLEM III. THE FENCES.

1. Tighten the wires, replace broken posts, tighten and straighten corner posts and braces.
2. Improve the appearance of fences.
3. Plan to make them safe to protect your crops, and your stock.

PROBLEM IV. THE OUT BUILDINGS.

1. Buy a pound or more of nails and fasten loose boards on out buildings.
2. Re-hang barn doors, etc.
3. Gather up the old lumber laying around and put it in neat piles.
4. Repair mangers, harness hooks, stalls, floors, hog troughs, etc.

PROBLEM V. THE HOME.

1. Are there any loose or missing shingles or boards on the house? If so replace them.
2. Improve the appearance of the house by renovation of its surroundings, by cleaning away unsightly trees, shrubs, fences, or buildings.
3. Have a talk with your parents planning with them how your home could be improved without much expense.
4. Repair any damage that may have been done to the house either out side or inside.
5. Replace window glass that may have been broken.

PROBLEM VI. IRRIGATION HEADGATES, FLUMES, ETC.

1. Good headgates save many times their cost in time lost and water wasted. Repair or replace all head gates and flumes needing attention.
2. Keep in mind the engineering problems of convenience in arrangement, proper levels, proper size, etc.
3. Study ditch crossings with a view to putting in culverts where needed.

PROBLEM VII. REPAIR OF HAY RACKS, DERRICKS, ETC.

1. Mend the haying equipment including: (a) Hay racks, (b) Hay forks. or nets, (c) Hay pole. Examine all equipment and prevent accidents or loss of time, etc.
2. See that the forks and pulleys and cables are well oiled and in good condition.

GAS ENGINES AND AUTOMOBILE PROJECT

REFERENCES:

Automobile Digest.
Farm Motors, Potter.
Machinery for Cutting Firewood, F. B. 1023.
Autocraft, Engelman (Text)
Papers, Magazines, etc.

REQUIREMENTS:

1. An automobile or gas engine to look after. Have the responsibility of its general care, etc.
2. Overhaul a car or gas engine during the summer.
3. Paint a car.

4. Observe proper traffic rules and be ready to help others wherever possible.
5. Keep an account of all expenses and returns. The latter would be in use of machine.

PROBLEM I. TO FIND THE CONDITION OF THE CAR.

1. Go over the car completely, noting: (a) condition of top. Does it need repair? (b) Condition of body, are all nuts tight? Do the fenders or hood or any parts rattle? Does car need paint? (c) Are all springs bolts, etc, safe? (d) Are wheels true and tight? (e) What are the conditions of the engine and other parts of the machinery?

PROBLEM II. CLEANING CAR.

1. Study how to clean the body and wheels of a car without damage to them, (a) washing, (b) polishing. Follow good methods.
2. Learn how to clean engine and other parts. Clean your own car, and other people's if you can.
3. Paint the car.

PROBLEM III. PROPER OILING AND LUBRICATION EVERY WEEK.

1. Oil the car regularly. Find out how often each part needs attention, and see that it is cared for.
2. Watch every bearing and avoid any unnecessary wear.
3. Learn the grades of oil. Use the same brand each time.
4. Remove old oil occasionally and put in a complete new supply.

PROBLEM IV. CARE OF TIRES, PROPER DRIVING.

1. Study the care of tires, inflation, etc. starting of car, stopping of car.
2. Repair all punctures.
3. Study proper care of tires during periods of disuse.

PROBLEM V. OVERHAUL AND REPAIR CAR.

1. Repair any part that needs fixing provided you are able to do the work.
2. Buy extras and replace old parts.
3. Tighten bearings and see that they run smoothly.
4. See that the ignition and lighting systems are right.
5. Make any adjustments you find necessary.

PROBLEM VI. DRIVING OF THE CAR.

1. Prepare for and take at least one long trip. You should be the chauffeur.
2. Observe traffic rules, help others do the same.
3. Always be safe, remember you have the lives of others in your keeping.
4. Secure maps and chart a trip. Figure your mileage, supplies, and other necessary expenses. Plan too for emergencies. What were the total expenses?

FARM MACHINERY PROJECT.

REFERENCES:

Water systems for the Farm, F. B. No. 941.
Care and Repair of Grain Separators, F. B. No. 1036.
Care and repair of Farm Machinery. F. B.
Use of Paint on the Farm, F. B. No. 474.
Care and Repair of Plows and Harrows, F. B. No. 946.
Care and Repair of Mowers and Reapers and Binders, F. B. No. 947.
Farm papers, magazines, etc.

REQUIREMENTS:

1. Become familiar with the works of all of the machines used on the farm.
2. Have a definite interest in the proper care of all this machinery.
3. See to the proper housing, painting, and oiling of these machines.
4. It is recommended that you bring some old discarded machine back into service.

PROBLEM I. SURVEY OF YOUR MACHINERY.

1. List all of your machinery giving age and state of repairs.
2. If you were able to buy all you want, what implements are needed on your farm? Why? How can you fix the old to get along without new ones.
3. Plan repairs needed on each machine to get it into shape for use.
4. Gather up the machinery, old, and new, and see that it is all properly put away (sheltered).
5. Get a list of extras needed for the machines so that time will not be wasted when the machinery is needed.

PROBLEM II. CARE OF PLOWS AND HARROWS.

1. Study methods of plowing. Have in mind what should be required of a good plow. Be sure that the wheels run straight and freely and that all parts are oiled regularly.
2. Be sure that the plow points are sharp and able to do good work. Adjust to make plow run level and true and without strain.
3. Study the line of draft and the hitch to be sure that there is no unnecessary friction and that the furrow is turned properly.
4. Know how to oil a plow before winter storage. See that shelter is provided.

PROBLEM III. CARE OF WAGONS.

1. Paint or oil wagons and buggies.
2. Look after reaches. bolsters, neck yoke, double trees, etc. See that they are all in good condition, that they all fit properly and where necesary see that places that are wearing are properly greased or repaired.
3. Keep wheels properly greased.
4. Keep boxes in good repair.
5. Watch tires, see that they are kept tight.

PROBLEM IV. REPAIR OF HARVESTERS.

1. Run the mower, binder and other harvesters.
2. Go over the mower, clean and repair it.
3. Keep knives sharp and every bearing well oiled, while the machine is in use. See that cutter bar is properly adjusted and every part in good condition.
4. Know how to adjust levers, etc, so that the machine does good work. Be sure that the machine does not waste the crop.
5. See that the hay rake is in good repair. (a) That all teeth are in and properly lined. (b) That all levers and trips are working well and that the machine is perfectly safe.
6. See that the machine is properly oiled and works easily.
7. Repeat one to four for the binder or other harvester.

PROBLEM V. THE CREAM SEPARATOR.

1. Go over the cream separator, sewing machine, or other small machine and clean it.
2. Learn its parts.
3. Adjust its bearings.

4. Replace worn ones. (You should have book of directions.)
5. If you are expecting to install some new piece of machinery such as a pump, grain chopper, or other farm need, you might take over the job yourself, submitting reports of same.
6. If you have an inventive turn of mind you might study out ways and devices for improving the efficiency of gates, latches. hitches, watering devices, machines, etc. Such jobs well done and fully reported, will receive due credit.

PROBLEM VI. HOUSING OF MACHINERY.

1. See that there is shed room for all implements during the winter.
2. See that all wearing surfaces of machinery are greased to avoid rusting.
3. As you get through with implements get them into their place for winter.

SUMMER PROJECT IN MECHANICAL DRAWING

The project work in Mechanical Drawing is a continuation of that done in the winter course and should apply to the home needs or future work of the particular student.

The extent of the project will depend upon the work covered during the winter course. The minimum requirement being to get out three complete plates of working drawings.

REFERENCES:

Farm Mechanics Magazine; Mechanical Drawing for High School by French and Sevensen; Mechanical Drawing Problems by Berg and Kronquist.

SUGGESTIVE WORK:

1. The plan, elevation and details for a modern poultry house.
2. Design and make drawings for a wagon shed, granary, or other out building.
3. Get out plans for a dwelling house.
4. Make drawings of machinery or parts of machinery.
5. Make landscape drawings to scale, of farm, showing buildings, fences, canals, etc.

HEALTH GROUP

PIOJECT IN FIRST AID

American Red Cross Text, Delano.
Personal Hygiene and Home Nursing, Lippett.
Bulletins and phamplets.

REQUIREMENTS:

1. Form the habit of self control and readiness for service.
2. Make up your mind that yours will be a life of first aid and helpfulness.
3. Make a chart describing symptoms and first treatment of each specific injury studied.
4. Make a record of things you do in first aid.

PROBLEM I. SAFETY FIRST.

1. It is your special task to observe "Safety First" rules. Make this your habit.

2. Teach others, especially children, to do the same.
3. Never endanger others by your carelessness.
4. If driving, watch for and give signals when needed. Do not drive fast. Protect the lives of others.

PROBLEM II. THE HOME MEDICINE CUPBOARD.

1. Prepare a home medicine cupboard containing first aid articles and simple remedies such as: lodine, bichloride tablets, lysol, emetics, castor oil, epsom salts, olive oil, common salt, soda, boric acid argyrol, absorbant cotton, bandages, vaseline, peroxide, pussic acid gause.
2. When taking camping trips, take first aid articles along.

PROBLEM III. DISINFECTANTS AND THEIR USE.

1. Name and give special use of common disinfectants.
2. Be familiar with the appearance etc. of these substances, and cautions in their use.

PROBLEM IV. BANDAGING.

1. Know how to make the following bandages: spyral, triangular, roller, many tailed.

PROBLEM V. FIRST AID.

1. Be prepared with a confident knowledge of what to do in case of:
   (a) Bleeding.
   (b) Drowning or suffocation.
   (c) Fainting.
   (d) Burns and scalds.
   (e) Heat stoke, sun stroke.
   (f) Infection in wounds.

PROBLEM VI. POISONING.

1. Know how to treat in case of poisoning:
   Acids, lye, etc., arsenic, iodine, strychnine, poison bites.

HEALTH PROJECT

REFERENCES:

Strength of Being Clean—Jordon.
Efficient Life —Gulick.
Man Power, and other Bulletins from the State Board of Health of Idaho.
Bulletins from Department of Public Health. Washington, D. C.
A Manual of Personal Hygiene, Bussey (Text)
Healthy Womanhood, Social Hygiene Press 120 West, 41st St., N. Y.

REQUIREMENTS:

1. Form good health habits.
2. Remember your health work every day.
3. Keep the Word of Wisdom.

PROBLEM I. THE WORD OF WISDOM.

1. Keep the Word of Wisdom strictly. Report violations of the law, in the manner of tobacco and liquor.
2. Learn the Word of Wisdom.
3. Compare its teachings with recent scientific teachings in respect to tea, coffee, tobacco, meat, strong drinks.

PROBLEM II. YOUR OWN HEALTH.

1. Keep strictly your score board of health chores.

2. Remember always that good health is more valuable than every thing else.
3. Have a time each day when you relax completely at least for a few minutes.
4. Be sure that you do not let bad tonsils or bad teeth bring on bad health.
5. Make a study of your weakest points physically and make a systematic effort to correct them.
6. Review your hygiene text.
7. Study the more common infectious diseases. (See bulletins).
8. Assume the fundamental standing position at least once a day.

PROBLEM III. THE HYGIENE OF THE HOME.

1. Do your part each week in keeping the house clean.
2. Destroy the breeding places of flies.
3. Keep garbage and waste food covered so that flies will have no place to feed.
4. Do all you can to help provide proper amount of milk. fresh vegetables and fruit for the family.

PROBLEM IV. YOUR PART IN PUBLIC HEALTH.

1. See to it that you do not create a nuisance to the public health.
2. Help keep your surroundings clean. Observe quarrantine laws. Prevent spread of disease by preventing spread of bacteria.
3. Do what you can to create a desire and an effort for cleaner homes and towns.

PROBLEM V. FIRST AID.

1. Learn the reuirements for simple first aid work.
2. Know what to do in case of bleeding, drowning, fainting, burns, etc.
3. Know how to apply all simple bandages.
4. Be ready and active in giving first aid whenever needed.

PROBLEM VI. RECREATIONAL WORK.

1. Take an active interest in wholesome sports in your town. If you can, be a member of a team.
2. Take frequent hikes and trips, and if possible have charge of some part of the work. Be sure that all you do is wholesome, clean and proper.
3. Assist in the recreational work of the Primary, Beehive or Scout organizations.
4. Help in planning good recreation for your home.

SCORE BOARD OF HEALTH CHORES.

CLEANLINESS.

1. Wash hands before preparing or eating food. 1 point per day.
2. Bathe weekly, 2 points. 5 points for each additional bath (sponge baths included).
3. Brush teeth daily, 1 point.
4. Wear clan clothes, 5 points per week.
5. Wash head semi-monthly, 10 points
6. Keep house clean (girls) 5 points per week.
7. Keep stable clean (boys) 5 points per week.
8. Comb hair before breakfash, 1 point per day.

EXERCISE:

1. Work at least 8 hrs. per day. 5½ days per week, 5 pts. per day.
2. 5 min. respiratory or corrective ex. daily, 1 pt. per day.
3. ½ day recreation per week, 5 pts. per week. Time may be distributed.

DIET:

1. Eat three meals daily, regularly, 1 point per day.
2. Eat slowly, 1 point per day.
3. Drink milk every day, 1 point per day for every glass.
4. Have mixed diet (meat, vegetables, fruit) 1 point per day.
5. Maintain a pleasant conversation at meals, 1 point per day.

CLOTHING:

1. Proper shoes, 3 points per week.
2. Loose clothing, 4 points per week.
3. Appropriate clothing, 3 points per week.

MISCELLANEOUS:

1. Breathing fresh air thru the nose, 1 point per day.
2. Sleep at least 8 hours regularly, 1 point per day.
3. Daily bowel movements, 1 point per day.
4. Maintain the dance position of the Church, 5 points each dance.

DEMERITS:

1. Taking name of Lord in vain. 5 points per day—deducted.
2. Swearing or vulgar talk, 5 points per day—deducted.

NOTE:—Each student should record his score every evening in his book and summarize weekly.

PROJECT IN HOME NURSING.

REFERENCES:

1. Aikens Hand Book of Practical Nursing. (Text)
2. Study Public Health Reports—Supplement No. 3.
3. Tuberculosis—its cause, supplement No. 1.
4. Measels, Whooping Cough, Their Nature and Prevention—State Board of Health.
5. Typhoid Fever—Its prevention—Cause and Treatment—Bulletin No. 90.
6. Other Bulletins, Papers and Magazines.

Motto:

Those who wish to be well must observe the laws of health.

(a) Clean air, proper food, pure water, plenty of sleep, light rest, and exercise are all essential to good health.

REQUIREMENTS:

1. Make this a summer of service in the sick room.
2. Learn all you can about the practical side of nursing.
3. Do not charge for all of the work you do.
4. Be sure that you are watchful, and helpful in keeping good health in your own family.

PROBLEM I.

1. Study and report on the common disinfectants and their uses.
2. Discuss with teacher the value and method of isolation of patients suffering from infectious diseases.

PROBLEM II. FIRST AID.

1. Understand the general proceeding in case of accidents or immergency.
2. Study bandages and bandaging. Use them whenever called for.
3. Be able to demonstrate the use of all common bandages.

PROBLEM III. THE HOME MEDICINE CHEST.

1. Plan and arrange the home medicine chest.
2. Have articles ready for sickness.
3. Know home remedies and how to give them.
4. Have on hand drugs useful in dressing wounds, burns and bites.

PROBLEM IV. CARE OF BED ROOMS.

1. Make the beds in the home.
2. Care for the bed linen.
3. Care for the family underwear and stockings.

PROBLEM V. FEEDING THE SICK.

1. Outline a diet for a typhoid patient.
2. Outline the diet for a tuberculosis patient.
3. Outline the proper diet for maternity patient.

PROBLEM VI. CARE OF MILK IN THE HOME.

1. Study the sanitary code.
2. Take proper care of the milk, (a) milking. (b) straining, (c) cooling, (d) have proper place for keeping, etc.
3. Take proper care of equipment.

PROBLEM VII. MATERNITY NURSING.

1. Have articles ready. What articles are needed?
2. Observe absolute cleanliness and neatness.
3. Apply abdominal and breast binder.
4. Know the use and care of breast pump and nipple shield.
5. Bathe and dress a new born baby.
6. Understand the care of nipple before and after birth.
7. Care for baby's eyes.

PROBLEM VIII. COMMUNITY OR NEIGHBORHOOD NURSING.

1. It should be your purpose to do at least one case of nursing free of charge and aid wherever opportunity comes.
2. Submit a perfect sheet of bed-side notes.

HOME ECONOMICS GROUP

PROJECT IN DOMESTIC ART -A-

REFERENCES:

Farmers Bul. No. 1099 Home Laundering.
Farmers Bul. No. 861. Removal of Stains from Clothing.
Idaho Extension Bul. No. 56 I, II, III.
Magazines, etc.

REQUIREMENTS:

1. Keep a clothing account.
2. Be helpful and responsible in making, mending and caring for the clothing of the family.

GROUP I. CONSTRUCTION OF CLOTHING.

1. Make at least one or more articles of clothing from each of the following groups:

A— Underwear.
B— Aprons, trimmed with braid, etc.
C— House dresses.
D— Cotton blouse, hand trimmed.
E— Wash dress, Emphasize style, and workmanship.
F— Child's dress.

Eight articles of clothing will be required.

PROBLEM II. SELECTION OF MATERIAL.

1. Know how to judge quality in clothing and yard goods.
2. Know what you want. Remember economy, suitability, quality.

style, etc.
3. Purchase or assist in purchasing your own clothing. and materials.
4. Help purchase clothing for the family.

GROUP III. CARE OF CLOTHING.
1. Repair your own clothing regularly each week. Darn stockings etc.
2. Help with the repair of the family clothing. Do all kinds of mending, etc. during the summer.

GROUP IV. WORTHY HOME MEMBERSHIP.
1. Keep yourself and your room neat.
2. Take a leading part in the home work. Help to plan the work and manage the household chores.
3. Save the expense of buying things you can make.

GROUP V. LAUNDERING.
1. Help each week with the family washing.
2. Before the summer is over take charge of complete washings.
3. Help with the ironing each week.

GROUP VI. PRESSING AND DRY CLEANING.
1. Keep your own clothes pressed.
2. Clean and press your father's or brother's suits.
3. Learn how to remove all kinds of grease, gum, stains, etc.

DOMESTIC ART -B-

REFERENCES:
Farmer's Bulletin No. 861. Removal of Stains from Clothing.
Farmers Bulletin No. 1099 Home Laundering.
Idaho Extension Bul. No. 26. Clothing Selection for Women.
Magazines, etc.

REQUIREMENTS.
1. Keep a clothing account.
2. Be helpful and responsible in mending and caring for the clothing of the family.

PROBLEM I. CONSTRUCTION OF CLOTHING.
1. Make at least two articles of clothing from each of the following: Made over dress---silk dress, woolen dress, cotton dress.
2. Make one spring or summer hat.

GROUP III. SELECTION OF MATERIAL.
1. Know how to judge quality in clothing and yard goods.
2. Be able to demonstrate simple home tests for wool, cotton, silk and linen.

GROUP IV. WORTHY HOME MEMBERSHIP.
1. Keep yourself and room neat.
2. Take a leading part in the house work. Help to plan the work and manage the household chores.
3. Save the expense of buying things you can make.

GROUP V. LAUNDERING DRY CLEANING.
1. Help each week with the family washing.
2. Help to iron each week.
3. Learn to remove grease, gum, and stains from clothing.
4. Dye successfully one woolen, one silk. and one cotton article of clothing.

DOMESTIC ART -C-

REFERENCES:

Idaho Extension Bul. Making Your Own Hat.
Planning and furnishing the home. Mary J. Quinn.
Art of Home Decorating. Armstrong Cork Co.
Modern Pricilla. Magazine.

GROUP I ART NEEDLE WORK REQUIRED.

1. One piece of colored embroidery.
2. Design and make macrame fringe to be applied to pillow, table runner. etc.
3. Make at least one spring or summer hat.
4. Make a complete set of embroidery to be used in the room which has been re-decorated. If it be the girls own room, the following suggestive list is given: (a) Pillow cases, (b) dresser-scarf, (c) pin cushion, (d) curtains, etc.

GROUP II. REDECORATING A ROOM IN THE HOME.

1. Re-arrange and re-decorate at least one room in the home with little or no expense in money, but with throughtful planning and careful work.

DOMESTIC SCIENCE -B-

This project aims to teach the girl to apply the principles learned in the school to the home; and to develop in her ability in the selection, care preparation and preservation of food.

Wellman— Food Study-Text.
1207 Milk and It's use in the Home.
375 Care of Food in the Home.
Household Engineering—Frederick Chapter I.
607 Farm Kitchen as a Work Shop.
824 What the Body Needs (Protein Foods.)
817 What the Body Needs (Cereal Foods.)
1228 Food for a Week for the Average Family.
Preparation of Vegetables for the Table.
Sugar and Its Value as a Food.
Bul. 1136 Banking in the Home.
Bul. 1211 Home Canning of Fruits and Vegetables.
984 Home Dry. of Fruits, etc.

REQUIREMENTS:

1. Keep your records and notes up to date.
2. Take a leading part in the family cooking.
3. See that the family has plenty of good vegetables. You might help with the garden.
4. Try to put into practice all points gained from reading.
5. Have a certain period for reading, and study every day.

PROBLEM I. SANITATION IN THE KITCHEN.

1. Observe personal cleanliness, (a) apron, (b) hair, (c) hands. etc.
2. Keep the equipment clean and sweet, (a) sink, (b) cupboard, (c) stoves, (d) dish cloths, (e) dishes, etc.
3. Take the proper care of all food, (a) meats, (b) bread, (c) vegetables, (uncooked) (d) left overs, etc. (Farmers Bul. 375.)
4. Prevent waste.

PROBLEM II. CARE AND USE OF MILK.

1. Know the composition of milk, and its value as a food.

2. How much milk should your family use per day? How much should it use? (Make this report in your not book).
3. Use skim milk. butter milk, cottage cheese. in at least two ways each, (text Pgs. 263-266268-276-283-284.)
4. See that the younger members of your family at least have the proper amount of milk daily.
5. Know how to judge butter and how to care for it. Bul. 1207.
6. Cool the milk properly each time it is delivered.
7. Know how to pasturize the milk in the home. When the milk is not the best, pasteurize it.
8. Clean all milk vessels properly. How should they be dried?
9. If you have any thing to do with milking see that the methods are sanitary.

PROBLEM III. ARRANGEMENT OF THE KITCHEN.

1. Draw a floor plan of your kitchen.
2. Draw a floor plan of an ideal kitchen. (Scale 1-4 in to ft.)
3. Make an outline list of equipment necessary in a kitchen. Indicate where each article should be found.
4. Improve your arrangements. report results in note book. (Household Engineering— Frederick Chapter I. Farm Bul. 607.

PROBLEM IV. PLANNING MEALS.

Plan meals for a week keeping in mind, (a) body needs, (b) simplicity, (c) Foods in season, (d) variety, (e) use of left-overs, (f) economy. Use references.

PROBLEM V. PREPARATION OF MEALS, AND SERVING.

1. Prepare meals for the family using your menues in Problem IV. You should be the regular family cook. Or at least a dependable assistant.
2. Help develop proper table manners, and good order and system at meal times.
3. Eat with the family and help keep up a cheerful conversation.
4. Use as many of your school receipts as possible.
5. Use your notes on serving. Text, 195-198, 123-128.

PROBLEM VI. BREAD MAKING.

1. Know how to make good yeast. Be able to judge when it is good. (Text 241-243). You are expected to be responsible for the yeast.
2. Mix the bread for the family. Follow the best methods in preparing, salting, kneeding, etc.
3. Bake the bread.
4. Make baking powder and soda bread.
5. Have containers in which to keep the bread.
6. Be able to judge bread.
7. Be ready to exhibit your bread. Bul 1136. Text pages 244-254.

PROBLEM VII. PRESERVATION OF FOOD.

1. Dry foods such as apples, plumbs, and other fruits; also corn, beans and other vegetables. catnip, sage parsley and other herbs.
2. Can at least three kinds of fruit and one kind of vegetables.
3. Make at least two kinds of preserves. and one kind of jelley.
4. Be prepared to exhibit your fruit. Read Bul. No. 1211— Home Canning of Fruits. and Vegetables, and Bul. 984 Home Drying of Fruits and vegetables.

x

PROJECT IN HOME MANAGEMENT

REFERENCES:

Bulletins No. 808, What the Body Needs. No. 1228, Weeks Food for average Family.

Fredrick— "Household Engineering."

Farmers Bulletin No. 927, Farm Kitchen as Work Shop.

Bulletin No. 1099, Home Laundering.

PROBLEM I. ACCOUNTS.

1. Keep all personal accounts from November 1922 to September, 1923. It is hoped that you will have formed the habit by then and will continue to keep accounts.
2. Have some definite plan or system. Cards, book, ets.

PROBLEM II. THE BUDGET.

1. Make a clothing budget for yourself for 1923-24. Text, pages 365-372.

PROBLEM III.

1. Taking your family income, make what you think is the budget for your family for 1923-24. Text ch. VIII.

PROBLEM IV. LABOR SAVING ARRANGEMENT.

1. See your text page 64. Do problems 1-2-3-5-. Read all of chap. I.
2. Arrange a resting place near the kitchen.
3. Place a calendar and kitchen reminder there.
4. Get correct heights in all equipment.
5. Store supplies in glass containers.

PROBLEM V. THE SCHEDULE.

1. Plan and follow a two weeks schedule of work you do in your home. Have it written out. Read text ch. II.
2. Plan better for Sunday. Make it a day of rest.
3. Let each child have a special task to do and make them feel responsible for it.

PROBLEM VI. HOUSE CLEANING.

1. In your usual way do the weekly cleaning in your home, recording the order of work and the time it takes to do it.
2. Have record ready for inspection

PROBLEM VII. HOUSE CLEANING (CONTINUED)

1. After studying Ch. II-III-IV in text repeat problem VI except that you find out how much time and energy you save in standardizing work.
2. See that cupboards are kept clean and straight by thorough cleaning once a week and straightening every day.
3. Proper sweeping and dusting. Minimize dust.

PROBLEM VIII. LAUNDERING.

1. Work out a standard practice for laundry work after reading text Chapter VI and Bulletins 1099. Follow it at least six times.
2. Choose Tuesday rather than Monday.
3. See that clothes are gathered and mended the day before.
4. Know how to remove stains.
5. Cook ahead if possible.

PROBLEM IX. PLANNING AND SERVING MEALS.

1. Plan the meals for your home for one week and keep records of the amounts used and cost per person. Text Chapter V-VIII. Do all purchasing.
2. See that the table service is as attractive as possible by: (a)

Use of clean linen, (b) Dishes properly placed, (c) Care in filling the dishes for table and in pouring in water so that cloth will not be soiled. (d) See that all refuse is kept off table cloth.

3. See that tables are cleared immediately after every meal and dishes washed.

PROBLEM X.

1. Take full charge of the household for one week.

PROBLEM XI.

1. Start a good system of household accounting and keep it up.

PROBLEM XII. KEEP FLIES DOWN TO MINIMUM BY:

1. Make proper toilet in the morning.
2. Have definite rest period each day.
3. Get the habit of correct posture.
4. Do some reading of (a) current events, (b) Church and other standard magazines.
5. See that the house is properly ventilated.

PROBLEM XIII. KEEP FLIES DOWN TO MINIMUM BY:

1. Use of screens fly swats and traps.
2. Keep foods of all kinds away from flies.

MUSIC GROUP

MUSIC, VOCAL AND GLEE

REFERENCES:

Any good text on music. Magazines, papers, etc.

REQUIREMENTS:

1. Be an active member in some choir or chorus in your town.

PROBLEM I. CONGREGATIONAL SINGING.

1. Do your best to aid in the congregational singing of your town.
2. Be prominent in the singing in public gatherings.

PROBLEM II. CHOIR WORK.

1. Be a dependable, ragular member of a choir. If not the leader, do your part in keeping up the interest and attendance. both at practice and at Church.

2. Help with new songs A good choir makes a good meeting. A good choir adds greatly to the attendance at meetings.

PROBLEM III. CHORUS WORK.

2. Sing at least once a week for some gathering.
1. If possible belong to some live chorus.
3. Arrange a program where most of the entertainment is given by your chorus.

PROBLEM IV. LEADERSHIP.

1. Be a leader. If not the chorister, be a help to the leader.
2. Learn how to beat time.
3. Take special interest in the proper care of musical equipment, such as instruments, books, etc.
4. Do what you can to help get good music equipment for your ward or town.

PROBLEM V. APPRECIATION.

1. Learn to distinguish and appreciate good music of all kinds.
2. Lend your influence toward the use of better music.
3. Help your friends appreciate good music.
4. Make the most of your talent in music.

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PROJECT IN PIANO

REFERENCES:

1. Standard History of Music. James F. Cook, (or some other reliable history of music.
2. Current musical Magazines.
3. Music sections in papers and magazines.

REQUIREMENTS:

1. Practice at least one hour a day.
2. Have a regular practice period.
3. Complete at last 1 grade of music in 6 months.
4. Learn and perform 4 pieces.
5. Know the construction of the major and minor scales, and be able to play at least 6 of each.

PROBLEM I. POSITION AT THE PIANO.

Correct position is that position which helps one to obtain the maximum results with a minimum of effort. Maintain a natural position at the piano.

1. The student should sit far enough away from the keyboard that he will be allowed the greatest amount of comfort and free play and still be within reach of every part of the keyboard.
2. Adjust the chair so that in sitting, the forearm will be almost horizontal with the keyboard.
3. Keep the feet in touch with the pedals so that they will be ready when needed.
4. The fingers should be firm with an arched hand while the arm from shoulder to wrist is relaxed and hanging.
5. The fingers are curved and are held in a raised position ready to descent on the keys when needed. Clearness in playing comes only thru well developed finger action.

SUGGESTIONS FOR PROPER HABITS OF PRACTICE.

Always Practice Slowly.

Practice so slowly that the following points may be observed:

(a) Time and key signatures.
(b) Correct fingering.
(c) Correct finger action.
(d) Quality of tone.
(e) Phrasing.

Proper Habits.

(a) Practice in strict time giving each note it's full value.
(b) Practice so slowly that attention may be given to each note before it is played.
(c) Practice so slowly that correct muscular habits may be formed.
(d) Decide upon one fingering and do not allow yourself to use another. That fingering is best which is simplest.
(e) Use the weaker fingers as well as the stronger.
(f) Practice the difficult passages at first, all passages should be practiced forte (loud) at first until the mechanical part is mastered. This will aid accuracy.
(g) Cultivate surety in your playing by eliminating unnecessary movements.
(h) Concentrate every movement of your practice period, listen attentively to your playing and be your own critic.

PROBLEM III. INTERPRETION.

Suggestions to Follow:

1. Determine the style or character of the composition, that you are studying, for example:

(a) Is it one of the dance forms, minute, rondo, march, mazurka waltz, etc?

(b) Is it of a slow religious nature or is it to be played fast and lively?

(c) Does it aim to express joy, mirth, humar. abandon or sadness and intensity of feeling?

(d) Is it descriptive or imitiative?

(e) Is it imaginative or fanciful?

Enter into the spirit of the composition and strive to bring out the central thots or idea.

2. Know and observe carefully the following points (use musical dictionary)

(a) Tempo signs as allegro, andante. largo. presto, rubato, etc.

(b) Dynamic signs (p, pp, m, f, ff, sf, crescendo and diminuendo)

(c) Signs of expression (leggiero, dolce, grazioso, animato, agitato, meastosa, appessionato, mormorando. etc.)

PROBLEM IV. APPRECIATION.

1. Read the Standard History of Music "by James F. Cooke, or any other reliable one.

2. Read at least one good article a week from:

(a) Current musical magazines.

(b) Music Sections of newspapers.

(e) Other musical literature.

3. Be able to define the following:
Sonata. symphony, oratorio, opera (grand and light), fugeo, rondo, minuet, polonaise, mazurka, trantelle, waltz.

4. Know something of the life and work of six of the greatest composers.

5. Name the Instruments used in a Symphony orchestra.

PROBLEM V. SERVICE.

1. Play each piece you have finished before others, before your family, friends or in the different church and civic oranizations.

2. Learn the hymns and play for Primary, Sunday School, or Mutual when the opportunity is given.

3. Do as much accompanying as possible.

4. Cultivate a love for good music and do all you can to help others to appreciate it.

SUGGESTIONS FOR INSTRUMENT PLAYERS

1. Practice long notes every morning for about fifteen minutes holding each note a full breath and always playing it softly and evenly. Keep your lips easy and relaxed.

2. Never let a day go by without at least a half an hour of practicing.

3. Whatever you practice, play it softly until your lips are limbered.

4. It is better to practice for a few minutes at a time and do it often than to stay at it too long without a break.

5. Always listen for improvement in your playing.

6. Hear all the good music you can.

7. Aspire to play at least one solo before an audience or to become a member of an orchestra or band in your community.

8. Use your influence against jazz.

THEOLOGY PROJECT

REFERENCES:

1. Text and magazine of the organization in which the student works.
2. Bible, Book of Mormon, Doct. and Cov. etc.

REQUIREMENTS:

1. Observe the word of wisdom.
2. Be morally sraight in word and act.
3. Be active in some church service.
4. Be regular in attendance at church meetings.
5. Live the standards of the church and the school.

PROBLEM I. SERVICE PROBLEM.

1. Choose a place where you can do some real work in a church organization. (suggested list from teacher)

Note: The project of learner or apprentice teacher, recommended for many.

2. Get into the work as soon as possible. Ask to work if necessary.
3. Seek the advice of your parents and of your bishop and those in authority over you that you may be in harmony at all times.
4. Have the books and pamphlets and magazines you need always ready. If a teacher, or leader. never do less preparation than the best of those in your charge.
5. Strive to become a real leader.

PROBLEM II. PREPARATION.

1. Read wider than your lesson outlines. Try to get something new. Do not read or recite the lessons, think them out and give them back as part of you.
3. Be dependable. Always be at your post or have someone in your place who has made preparation to take it.
4. Look, think, and ask for new suggestions in bettering your work. Attend Union Meetings, Teachers Training Classes, and other places designated to help you.

PROBLEM III. EXAMPLE.

1. Keep good company. Avoid questionable places. Take a clean stand against law breaking of every kind.
2. Wherever you are, see that your actions are above reproach. Remember you are an example.
3. Always be considerate of those younger than yourself. You may become their ideal and thus make their lives worthy.

PROBLEM IV. PRIVATE LIFE.

1. Pray regularly every day. Have faith in prayer. Take your turn in family prayer. Help make family prayer regular.
2. Pay an honest tithing. Study the law of tithing.
3. Think clean thots. Drive out all others. Read clean, wholesome books, and papers and exclude wrong suggestions.

PROBLEM V. GENERAL ACTIVITIES.

1. Be ready to help when called on for other work than your chosen position. Attend sacrament meeting frequently. Make it your aim to renew your convenants by partaking of the Sacrament every Sunday.
2. Prepare one or more short talks on some good subject and be ready to give them.
3. Take the active positive helpful attitude toward life, toward your Church and the Government.